

Behaviour Management

Minis Behaviour Management Expectations

We believe that children flourish best when they know how they and others are expected to behave. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. The nursery encourages and praises positive, caring and polite behaviour at all times and provides an environment where children learn to respect themselves, other people and their surroundings.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the nursery, we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both on their own environment and those around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

Through our key worker systems and positive relationships with each child we ensure that children can be supported individually with a tailored approach to support each child to flourish and meet their full potential.






Our enabling environments and daily routines provide a platform from which children can be confident in their space and become independent learners.

We work in partnership with parents to support a shared goal and ensure clear and transparent practice.

Where required children will be supported by the setting SENCO, see our Special Educational Needs and Disability Policy.

By positively promoting good behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop as responsible members of society.

Aim of our Behaviour Management Strategies

-  Encourage a calm, purposeful and happy atmosphere within Minis.
-  Encourage increasing independence, self-discipline and tolerance so that children learn to accept responsibility for their own behaviour, make good choices and take their place in society.
-  Empower children to succeed in their learning and develop a sense that learning can be fun and relevant, so that they value challenge and take risks.
-  Ensure a consistent, positive approach to behaviour throughout the nursery.
-  Create clear boundaries of acceptable behaviour and ensure safety.

- 🌸 Develop high expectations of our children, so that they can take pride in themselves and develop a strong sense of self.
- 🌸 Support children in being able to manage and understand their emotions, to think before they act, and develop empathy for others.
- 🌸 promote positive social and emotional wellbeing, mental health, resilience and wellness for children, team and our families.

Minis Behaviour Management Tool Kit

Consistent Resources:

Each room will have a fixed visual timetable using the same black and white symbols as used by the area SENCO and local primary schools. This will have a 'Now and Next' board alongside it with Velcro to enable team to support children to understand the routine of the day and anticipate the upcoming event.

All team to wear a lanyard with the same black and white visual symbols and a red and green card to support behaviour expectations. Also, to include symbols such as toilet, wash hands, circle time to further support understanding of daily routine and behaviour expectations.





Each room to display the room rules:

- 🌸 Walking Feet
- 🌸 Kind Hands
- 🌸 Good Listening
- 🌸 Indoor Voices
- 🌸 Good Sharing
- 🌸 Taking Turns
- 🌸 Feet on the Floor

To have the circle time routine on an A4 board with Velcro and the routine of the session to share with the children at the start of circle time, to enable children to know what the session will comprise of and for each card to be removed as they happen to further support understanding events passing. Circle time symbols to include (as age appropriate):

- 🌸 Welcome song
- 🌸 Story
- 🌸 Singing
- 🌸 Letter/number of the week
- 🌸 Birthdays
- 🌸 Daily focus
- 🌸 Good bye song

Circle time packs will also include behaviour expectation cards to talk about at the start of each circle time:

-  Good Listening
-  Good sitting
-  Good Looking
-  A copy of the nursery rules to reinforce

Again, all circle time resources will use the consistent black and white pictures.

Age appropriate strategies

At Minis we focus on praising the behaviour we want to see and rewarding this through high fives, thumbs up, showing the green card. In addition to these strategies we use the following:

Tots:

In the Tots room we use a traffic light system to encourage good behaviour, along with positive language and gestures.

Toddlers:

In the Toddler room we use stickers and show the green card to reward good behaviour, along with positive language and gestures.

Tiddlers, Tinies and Teenies:

For our youngest children we use the green card to reward good behaviour, along with positive language and gestures. Implementing positive behaviour and good role modelling.

Role of the Adults

Nursery team play a vital role in supporting the behaviour of the children, they are role models and must consider how their actions within the nursery impacts the children. Strategies for the team to ensure positive interactions with the children:

Model play throughout the day.

Praise positive behaviour using the Minis Tool Kit provided.

Use language to praise positive behaviour; 'good sharing', 'good listening'

Remind children positively about what you do not want them to do; 'walking feet indoors', 'kind hands', 'sand in the tray', do not focus on the negative, do not say 'don't hit' or call a child bad or naughty.

Model correct social interactions with the children to other children, for example waving hello, sharing toys, 'let's play'.

Model conflict resolving language for children, 'stop if I don't like it', 'help me', 'excuse me' No thank you.

Encourage turn taking games, firstly with one child then with a small group, modelling turn taking language, 'now it is ... turn', 'next it is ... turn'. Use visual aids to help sharing, such as sand timers.

Use the out doors to allow children to expel energy.

Create quite areas for children to play away from the hub of nursery, alone or in small groups. Use these areas to enable children who may be overwhelmed time to relax and calm themselves.

Try to predict possible conflict, step in, support and model correct behaviour.

Distract children from possible conflict and divert their attention to refocus and overcome difficulties, reengaging them in another activity and learning space.









Supporting patterns of behaviours

At all age's children can demonstrate patterns of behaviours, some of which may be unwanted and harm other children or themselves. Such patterns may include biting, hitting, attention seeking, swearing, throwing and bullying (see below)

Firstly, it is important that the key person feels confident that they know each of their key children and can therefore recognise changes in their behaviour and understand their level of development in order to put in place strategies to support the child.

If the change to behaviour is possibly linked to a safeguarding concern it must be reported to the designated safeguarding lead, see safeguarding policy.

When you notice a change to behaviour you must:

-  Talk to the key person if it is not your key child.
-  The key person should discuss with colleagues in the room to see if they have noticed the change.
-  Observe the child to see if the behaviour is a one off or consistent.
-  Talk to the parents about your concerns; sudden change may be linked to a change at home (e.g. child moved from cot to bed and not sleeping well)
-  Complete an ABC observation to identify triggers for behaviour; if triggers are identified managing behaviour can be effectively planned.
-  Share information gathered with the SENCO who can support in creating a Personal Learning Plan (PLP) to improve behaviour.
-  If necessary, a risk assessment should be completed.
-  The PLP and Risk Assessment must be shared with all team working with the child to ensure a consistent approach.

🌸 The plan should also be shared with parents to enable them to have their input and use the techniques at home.

Bullying

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately.

We recognise that children need their own time and space and that it is not always appropriate to expect a child to share. We believe it is important to acknowledge each child's feelings and to help them understand how others might be feeling.

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

Team will ensure that all children feel safe, happy and secure at Minis and will intervene when they think a child is being bullied, however mild or harmless it may seem.

Deciding if there is a problem

If the above strategies fail to support the child to behave as desired talk to the SENCO in regard to the possibility of more targeted work and/or referral to outside agencies. Talk to the parents to seek their views on the situation, working in partnership with them at every stage. See SEND Policy.

This policy was adopted:	Signed on behalf of the nursery:	Date for Review: