



2-4 Brook Street  
Luton, Bedfordshire  
Tel: 01582 730510  
www.trainingdepot.co.uk



## Training Depot Day Nursery

# **BEHAVIOUR MANAGEMENT POLICY**

### **Our Aim**

Training Depot Day Nursery believes children's behaviour is best shaped through clear and developmentally appropriate expectations. This is reinforced through positive encouragement, by example and reward. The Manager has overall responsibility for all issues regarding behaviour. They hold the necessary skills and experience to advise the staff on behaviour issues and has access to expert advice if and when necessary.

There is NO corporal punishment in the Nursery of any child by any member of staff working with the children. Corporal punishment is NOT used as a threat to the children by any member of staff working with the children.

### **Our Behavioural Standards**

We require all staff, students and volunteers to provide a positive role model of behaviour by treating all children, parents and each other with care and courtesy. All new staff and students are instructed in and familiar with the Nursery behaviour policy and the guidelines of behaviour to follow.

We have 5 standards of behaviour that are taught to the children. These are as follows:

1. We are kind to our friends
2. We take care of our toys
3. We listen to our teachers
4. We use indoor voices and walking feet
5. We tidy up our toys.

The standards of behaviour are displayed in the Nursery room and these are reinforced regularly with the children through stories, group sessions and activities. We expect all members of the Nursery – staff, students and volunteers to keep to the set guidelines and deliver them in a consistent manner to the children.

### **Strategies used with the children who display unacceptable behaviour**

- We require all staff, students and volunteers to use positive strategies when handling any unacceptable behaviour. This is done by helping the children find solutions that are developmentally appropriate for their age. For example: the child will be given an explanation of what was not acceptable, we acknowledge the children's feelings and support the children so they learn to gain control of their feelings. This way they can learn appropriate responses. We acknowledge and praise children's considerate behaviour to each other, i.e. willingness to share.



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- We support the children in developing their self-esteem and confidence.
- We support the children in developing a sense of belonging to our group, so each child feels valued and welcomed.
- We avoid creating situations where children receive adult attention only in return for unacceptable behaviour.
- When children behave in unacceptable ways, we help the children understand the outcome of their actions and support them in learning how to react more appropriately.
- We never send children out of the room by themselves.
- We never use or threaten the children with physical punishment, such as smacking or shaking.
- We do not use strategies that single out or humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to themselves, other children or adults, or serious damage to property. If physical restraint has been used with a child the parents will be informed and the parents will be asked to sign the behaviour book to acknowledge they had been told of the incident and the reason why physical restraint had been used with their child.
- Details of re-occurring incidents are recorded in the Nursery's Behaviour Book. The child's parent is informed on the same day.
- In cases of serious unacceptable behaviour, such as racial, we make it clear immediately that this is unacceptable behaviour through explanations.
- We do not shout or raise our voice in a threatening way in response to children's unacceptable behaviour.

### **Children under 3 years old**

When supporting under 3 year olds behaviour, we recognise the strategies will need to be developmentally appropriate and will differ from those used with older children.

We recognise that many younger children are unable to regulate and verbally convey their own emotions, such as fear, anger or distress and they require sensitive adults to help them do this.

Common unacceptable behaviour in younger children includes tantrums, biting or fighting over toys. Staff will remain calm and patient and help the children to manage their feelings and talk to them to help resolve the issue and help them understand why their behaviour is unacceptable.



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## **Unacceptable behaviour**

Most children that are under 5 years old will at some stage, do something unacceptable or say something unacceptable to another child. For children under 5 years old, unacceptable behaviour is momentary, spontaneous and often without understanding the feelings of the person whom they have upset.

We recognise that young children behave in unacceptable ways towards others because they have not yet developed the means to manage their own feelings which sometimes overwhelm them.

We help the children to manage these feelings by offering support, calming the child who is angry and the person who has been upset by the behaviour.

We respond to non-verbal children by talking soothingly, holding and cuddling them to calm them down. With verbal children we explain to them why it was unacceptable behaviour and talk about the incident with them at their level of understanding as well as giving a cuddle to help calm them down.

We help the children to understand and recognise their feelings by naming them and talking about the event with the child. This helps the child to connect their feelings to the situation.

We help the children to learn to understand that other people have feelings too and that their actions have an impact on other's feelings i.e. 'when you pushed a child, it upset him/her and he/she didn't like it and it made him/her cry'.

We understand that the same problem may occur many times over before skills like sharing and turn taking, develop. The staff support children by being patient and understanding and by giving clear boundaries for them.

We help the children understand the effect their unacceptable behaviour has had on another child. We do not force children to say 'sorry', but we encourage it when the child is genuinely sorry and wishes to show this to the person they have hurt.

## **Unacceptable Behaviour / Racial Incident Process**

1. The child is sat on the 'thinking chair' for the amount of minutes per their age e.g. if they are 3, they will sit on the chair for 3 minutes. Staff explain to the child why they are on the chair, how long they will sit there for and what they need to think about to make the situation better. Having been on the thinking chair, they are then reminded about why they have been put there and asked what they could now do. Staff will encourage them to apologise to anyone who was hurt in the incident and talk about making better choices in their behaviour. The behavioural / racial incident is recorded and talked through with parents.
2. If the child continues to behave inappropriately, then their parents will be asked to have a meeting with the child's Key Worker and the Manager to discuss strategies that can be used at Nursery and at home, in order that there is consistency. The Key Worker will

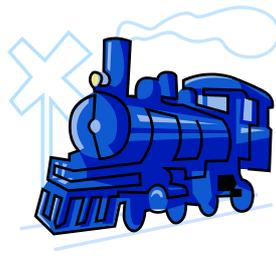


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complete a behaviour chart which will help identify the triggers of the behaviour, the times during the day the behaviour occurs and what action the child does. Then together with the parents the Nursery can set in place a behaviour plan to help the child overcome the behaviour he/she is displaying through reward and encouragement. All behaviour management strategies will be written to meet the child's individual needs, age and ability.

3. If the child's behaviour continues to be unacceptable, then the Manager will refer the child to the Inclusion Co-ordinator, who may then refer the child and / or parents to external professional support such as Building Blocks Children's Centre or the SEN team.



February 2017  
Adopted by all Staff Members