

Behaviour Management Policy

Statement of Intent

At the Acorn Nursery School, we are committed to providing a safe, supportive, and nurturing environment for all children. Our Behaviour Management Policy is designed to promote positive behaviours, set clear expectations, and ensure the well-being of every child. We encourage children to develop social skills, respect for others, and responsibility for their actions. This policy also outlines the circumstances in which suspension or exclusion may be considered, to maintain the safety and well-being of all children and staff.

Aims

This policy aims to:

- Promote positive behaviour and ensure all children feel safe and valued.
- Create an environment where children can develop self-regulation, respect for themselves and for others.
- Establish clear expectations regarding behaviour.
- Provide support and guidance for children who may struggle with challenging behaviour.
- Ensure that all decisions related to behaviour, including suspension and exclusion, are made in a fair, consistent, and transparent manner.

Rights and Responsibilities

The Head of Nursery and Nursery Manager(s):

- Will make decisions regarding, and review regularly, nursery policy and procedures, including decisions about behaviour management.
- Will ensure a safe and supportive environment for all children, staff, and families.
- Will access relevant training, advice, and resources for behaviour management.
- Will make appropriate referrals and seek advice from the Local Authority as needed.
- Will ensure the Behaviour Management Policy is implemented and enforced consistently.
- Will support staff in managing challenging behaviours and provide training and guidance where needed.
- Will meet regularly with staff and parents to discuss individual cases and develop action plans for behavioural support.
- Will review behaviour incidents and take appropriate action when necessary, including suspension or exclusion.

All staff:

- Will model positive behaviour and set clear, consistent expectations for children.
- Will address challenging behaviour immediately and fairly, using appropriate strategies outlined in the Behaviour Management Policy.
- Will communicate regularly with parents about their child's behaviour and work together on solutions.
- Will remain professional and calm when dealing with challenging situations and seek support from senior leadership when necessary.
- Will document and report behaviour incidents accurately and in a timely manner.
- Will have access to training and support in relation to positive behaviour management.
- Will take responsibility for understanding and implementing this policy to fulfil their duty of care.
- Have the right to work in an environment where they are supported and safe from harm.

All children:

- Have the right to learn in a safe, secure, exciting and happy environment.
- Have responsibility for contributing towards this experience for others.

All parents and carers:

- Have the right to be fully involved in issues relating to their child's behaviour.

- Have responsibility for working with staff to support the development of positive behaviour in their child.

Behaviour Management

We aim to create an environment where each child feels safe, valued and is able to reach their maximum learning potential. We place a strong emphasis on promoting the personal, social and emotional development of each child e.g. helping children to understand their own feelings and that of others and to express their feelings in appropriate ways. At all times the safeguarding of children in our care is central to our approach.

To enable us to achieve our aim with regard to behaviour, it is essential that the following aspects of behaviour are consistently promoted by all staff. Whilst taking into account each child's level of understanding, we will endeavour to:

- Be consistent in our approach (see Staff Handbook and Staff Code of Conduct for guidelines).
- Build self-confidence and emotional well-being by offering praise, encouragement and positive reinforcement which support desirable behaviours such as kindness, helpfulness and willingness to take-turns.
- Actively teach the children our expectations and routines both individually and during group sessions, and regularly reinforce this teaching.
- Set an appropriate code of behaviour for the children i.e. any rules will be achievable and relevant to the age of the children.
- Give instructions positively rather than negatively (e.g. "Use your walking feet" rather than "Don't run")
- Use our skills to avoid difficult situations developing, through our organisation of the day and by using sensitive strategies.
- Act as good role models at all times.
- Support children when they behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.
- Tune in to children's emotions, act sensitively and support children to regulate their emotions.
- Talk with children about their feelings, name emotions and model calming strategies.
- Ensure that each child feels respected, comforted, listened to and supported in times of stress, and confident they are cared for at all times.
- Be aware of the children's individual stages of development and circumstances and react in an appropriate manner.
- Help the children to show consideration for others and for property
- Teach children how to deal with conflict.
- Liaise closely with parents at all times and offer support if there is a particular problem.

We have a fully qualified Thrive Practitioner, Mrs Blackmore-Larner, who helps children, staff and parents when children's emotions prevent them achieving as much as they want to. Mrs Blackmore-Larner is available to talk to parents if they have concerns about how their children react and behave at home, and will offer calm and reassuring support.

Conflict Resolution

We use the principle that all behaviour is a form of communication and therefore endeavour to find out what the child was trying to communicate. We adopt the following stepped approach to resolving conflicts between children. This is loosely based on the principles of Emotion Coaching.

1. Approach the situation calmly, but stop any hurtful actions.
2. Acknowledge and validate the feelings of all children involved i.e. let both sides see you are interested and concerned that they are upset. Allow time for child/ren to calm down using an appropriate strategy for their age and stage

3. Make it clear to the child it is ok to be upset and/or angry but not ok to hurt someone because of it.
4. Gather information about what happened and why. This may include asking any children and adults nearby to explain what they saw and heard.
5. Restate the problem i.e. say back to the children in your own words what they have told you was going on. If it is not possible to ascertain what happened say that you don't know because you didn't see and move on to step 6 without assuming that the child crying the loudest is the one most hard done by.
6. Ask for solutions and choose one that works for both parties. If none are forthcoming be prepared to offer some suggestions of your own e.g. using a timer to take turns, finding a similar piece of equipment if the problem is about a toy, reading a story to cheer everyone up etc.
7. Follow up by checking that the solution is working or the children have happily gone their separate ways and peace has been restored. With the younger children or those less able to verbalise or explain, the same underlying principles apply but there will be a need for more adult intervention, suggestion and follow up.

These steps allow practitioners to be in control whilst offering a safe and nurturing environment in which children can ultimately learn to resolve their own conflicts. If all members of the team are working in the same way, the children will learn that they are important, that their feelings matter and they have both the right to be heard and to be kept safe.

Consequences of Challenging Behaviour

Age appropriate consequences will be imposed where a child exhibits persistent or extreme behaviours.

We have the following code when giving consequences to children

- We never use physical punishment or threats.
- We do not shout or raise our voices in a threatening way to respond to children's behaviour.
- We ensure that the child understands exactly what unacceptable behaviour has taken place.
- We are consistent in giving consequences.

We believe that the consequences should be meaningful to the child and that the child should be encouraged to empathise, think about what he/she has done and how they can rectify the situation. If a child has been hurt, that child can be supported to identify what they would like to happen to make things right.

The actions we will take may include:

- Discussing with the child the behaviour that is unacceptable and the reasons why at the level of their own understanding.
- Asking the child to rectify the situation (e.g. replacing thrown equipment) however we do not make any child say 'sorry', as it is unlikely they have the understanding of this meaning and it can become a rote learnt response used to move on from the situation.
- Withdrawal from an activity or a situation.
- Give the child an opportunity to make a good choice.

Extremely Challenging Behaviour

While we recognise that challenging behaviour can sometimes be a part of a child's development, persistent or extreme behaviours must be addressed to ensure the well-being and safety of all children and staff. We view the behaviour as being challenging rather than considering the child to be naughty or bad. Therefore we never use these terms when speaking to children, parents or amongst staff.

Extremely challenging behaviour includes, but is not limited to:

- Physical aggression (hitting, biting, kicking, pushing, spitting).
- Verbal aggression (name-calling, swearing, bullying).
- Destruction of property.
- Disruptive behaviour that prevents other children from learning or playing.
- Avoidant behaviours resulting in repeated refusal to follow staff instructions.
- Unsafe behaviour that puts the child or others at risk.

Recording Extremely Challenging Behaviour

If a child displays extremely challenging behaviour, we will monitor their behaviour, and share this information with parents, using the following:

- Behaviour Incident Tracking Chart (see Appendix 1)
- ABCC (Antecedent, Behaviour, Consequence, Communication) chart (see Appendix 2)
- Behaviour Support Plan (see Appendix 3)

Suspension and Exclusion

Suspension and exclusion are serious measures that may be necessary in cases where other strategies have been unsuccessful, or where a child's behaviour poses a significant risk to the safety or well-being of themselves or others.

Suspension:

- Suspension may be considered for extreme or repeated unacceptable behaviour, where the child's actions significantly disrupt the nursery environment or endanger the safety of others.
- A suspension will usually be for a short period (e.g., one or two days) and will be decided after a discussion with parents/carers and relevant staff.
- After any suspension, we will work closely with the child and their family to ensure a smooth and positive reintegration back into the nursery.

Exclusion:

- Exclusion may be considered in cases of very serious or persistent behaviour that cannot be resolved through suspension or other strategies.
- Exclusion will typically be a last resort after all other methods of support and intervention have been exhausted.
- The decision to exclude a child will be made by the Nursery Manager or Head of Nursery in consultation with staff and parents/carers, and with consideration for the child's individual needs.
- A formal meeting will be held with the parents/carers to discuss the reasons for the exclusion, the child's needs, and any further support that might be offered.

Appeals Process

If a parent/carer feels that a decision to suspend or exclude their child is unfair, they have the right to appeal the decision. Appeals must be submitted in writing within 10 days of the decision. The appeal will be reviewed by the Head of Nursery.

Appendix 1 – Behaviour Incident Tracking Chart

Name:		Date:						
Times throughout the session		8:30-9am	9-10am	10-11am	11-12pm	12-1pm	1-2pm	2-3pm
	Snatching toys from others							
	Throwing							
	Hitting / pushing / kicking children							

Appendix 2 - ABCC (Antecedent, Behaviour, Consequence, Communication) Chart



Behaviour Incident Form

Child's Name:		Date / Time:		Completed by:	
Witnessed by:				Signed:	
Parent informed, including method:				Date / Time:	

Antecedent

Where? When? Who with?

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Behaviour

What does s/he do? Can I see it? What happened?

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Consequence

What happens when s/he does the behaviour? What happened straight afterwards? What did they get as a result of the behaviour?

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Communication (Possible reason/purpose)

Why do we think that s/he is doing the behaviour? Is it for social attention, a tangible, for escape or a sensory need

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Appendix 3 - Behaviour Support Plan

Positive Behaviour Support Plan for		Date:	
A description of behaviour	Support Strategies	Review	Date:
Proactive Phase: What the child does, says or looks like that shows he is calm and relaxed	Things we can do or say to keep child in the green phase as much as possible		
•	•	•	
Early Warning Signs/Active Phase: What does the child do, say or look like that shows he is/or could be becoming distressed or anxious	Things we can do and say to stop the situation escalating and return the child to the green phase as quickly as possible		
•	•	•	
Incident/Reactive Phase: What does the child do, say and look like during the behaviour that challenges	Things that we can do or say quickly to manage the situation and prevent unnecessary distress, injury and destruction		
•	•	•	
Post Reactive Phase: What does the child do, say or look like that shows he is becoming calmer and less anxious	Things that we can do or say to support the child to become more calm, less anxious and is able to return to the green phase again		
	•	•	