



6.1 App 1 BERTIE'S BEHAVIOUR MANAGEMENT AND ANTI-BULLYING POLICY

Aim:

We believe that children flourish best when their personal, social and emotional needs are met, where there are clear and developmentally appropriate expectations for their behaviour and their feelings are acknowledged and supported.

At Bertie's Nursery we take a developmental approach to the management of Children's behaviour and support them to understand their feelings throughout their time at our setting. We adjust our expectations and techniques in line with children's developmental needs. We promote positive behaviour through a range of strategies, such as; giving positive feedback and having clear expectations. Our strategies and focus on feelings and behaviour support and the techniques we use are shared with parents, students, volunteers and visitors. We ensure that all our staff implement this policy and use supporting techniques.

Objectives:

We will meet this aim through the following procedures:

- Bertie's Deputy Manager (Incco) & the Nursery Manager have overall responsibility for promoting positive behaviour strategies
- Our behaviour management lead has the necessary skills to advise other staff on supporting feelings and behaviour. She has a MSc in Behaviour Analysis and Therapy, with a focus on the importance of positive reinforcement. She has attended the local authority Inclusion training . The Nursery Manager has completed Nurture group, ELSA and Team Teach training which enables her to support staff in implementing the policy

- This designated staff member is required to:
 - Keep up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support
 - Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development
 - Check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training
- We recognise that codes for interacting with other people may vary between cultures and ensure these are respected and valued
- We familiarise new staff, students, volunteers and parents/carers with our behaviour management policy and its guidelines for behaviour. This information is included within staff/student inductions and the policy is available to parents
- We expect all members of our setting - children, parents, staff, volunteers and students - to adhere to these guidelines, requiring them to be applied consistently at all times
 - We work in partnership with children's parents. A child's Key Carer regularly engages parents in discussions about their child's feelings and behaviour. If we feel a child needs support around feelings and behaviour, we will ensure we have gathered observations to share with parents and work with them to support the child appropriately in the setting and at home
 - We use praise and encouragement to reinforce positive behaviour
 - We build respectful relationships between children and families, through our key person system
 - We anticipate when behavioural issues may occur, and all staff are aware of agreed strategies to support the child
 - We support children to understand boundaries within the setting and all staff apply this consistently
 - We ensure that our routine enables children to feel safe and secure
 - Adults within the setting model positive behaviour to others
 - We report achievements and positive behaviour to parents within earshot of the child; where we have to report negative behaviour to parents this should be done out of 'earshot' of the child and still include information about the positive parts of the day
 - Most importantly we smile at children and make it clear that we value them and enjoy spending time with them, whilst making time for fun and laughter
 - All adults, parents and carers are encouraged to only use positive statements when talking about children in the setting

Procedures for staff:

We aim to use positive pro-active strategies to promote positive behaviour in children, and set these strategies within our programme for personal, social and emotional development. These include:

- Supporting each child in developing self-esteem, confidence and feelings of competence
- Supporting each child in developing a sense of belonging in our group, so that they feel valued and welcome
- Acknowledging considerate behaviour such as kindness and willingness to share

- Acknowledging children's considerate behaviour towards another who is hurt or upset
- Providing activities, games and opportunities that encourage co-operation and working together
- Ensuring that there are enough popular toys and resources and enough activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns
- Avoiding creating situations in which children receive adult attention only in return for inconsiderate behaviour
- Looking at the children's needs during levels of high anxiety and adjust our daily routine accordingly
- If a child's behaviour is causing concern, adults working within our setting will explore why a child's responses are in a particular way and use this information to inform the strategies to be implemented by all

All staff will

- Strive to be "emotionally attuned" to children valuing and accepting their emotions e.g. "I can see you're sad about that, shall I help you for a moment" rather than "don't cry, you're a big girl now".
- Praise positive behaviour
- Praise good efforts
- Show disapproval of the behaviour, not the child e.g. "That was a rude thing to do" NOT "You rude child"
- Model how to deal with and sort out difficult situations
- Show empathy towards children and each other e.g. "I understand you feel but" "Are you feeling...."

All staff do not:

- Use or threaten to use physical punishment, such as smacking, shaking or any punishment which could adversely affect a child's well-being
- Use techniques intended to single out and humiliate individual children, such as ridicule or sarcasm
- Use physical restraint, such as holding, unless to prevent physical injury to children or adults and/or serious damage to property
- Shout or raise our voices in a threatening way to children

At Bertie's Nursery we do not give or threaten corporal punishment to a child and do not use or threaten any punishment which could adversely affect a child's wellbeing. All staff know this and if we find out that this is happening we will use our Whistleblowing & Safeguarding Children Procedure. (see also Ofsted Statutory framework 2023 Paragraph 3.59)

Key strategies

Where possible we use the conflict resolution – problem solving approach 6 steps

1. Approach calmly
2. Acknowledge feelings
3. Gather information
4. Restate the problem
5. Ask for solutions
6. Be prepared to give follow-up support

- We use distraction where appropriate to divert children from poor or inappropriate behaviour by either giving them focused attention or simply turning their attention to something else
- Quiet time (as opposed to 'time out') can also be a helpful method that can be used to modify behaviour for more serious or challenging behaviours within the home or setting. It involves removing the children from the environment they find challenging and providing them a space where they can calm
- On the rare occasions when physical restraint of a child has been necessary (usually only when a child is in immediate physical danger) we will log details within an incident form for that child and inform the parent/carer at the end of the child's session.

Follow-up when an Incident Occurs or a Pattern Emerges

- A Behaviour Plan to be written and agreed with the parents with a time scale for review
- All staff to follow the nursery section of the plan
- Ensure that every child feels safe and we use the term 'consequence' if a child has made a poor choice or hurt another child; this consequence will be for thinking and calming-down time in a quiet area, it may be to visit another room or the Office to have time to calm down and then to return to their room when calm

Monitoring

- Observing practice
- Room Meetings/Staff Meetings with colleagues
- Looking at records, for example the incident log book
- Regular updates from the behaviour management lead
- Discussions with the parents and updating any behaviour plans

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>12/02/2020</i>	<i>Heather Fulton</i>	<i>01.03.2021</i>
<i>01/04/2021</i>	<i>Maggie Wookey</i>	<i>01/03/2022</i>
<i>02/03/2022</i>	<i>Maggie Wookey Kate Fairburn</i>	<i>01/03/2023</i>
<i>01/03/2023</i>	<i>Maggie Wookey Kate Fairburn</i>	<i>01/03/2024</i>
<i>23/3/2024</i>	<i>Maggie Wookey</i>	<i>01/04/2025</i>