



OPERATIONAL PLAN STANDARD 11 - BEHAVIOUR

Supporting Documentation S11.1 Behaviour Management Policy and Procedure

Named Practitioners:

Kaleidoscope Nursery promotes positive behaviour through using the foundation principles as laid out in the 'Incredible Years' program. We are heavily invested in the IY principles, and therefore have a number of staff fully trained in IY; Chantelle Matts, Kathleen Extance, Amanda Dyer, Steph Dyer, Sally Brand and Kelsey Apsey, which means we have Behaviour Management expertise represented throughout all age-groups across the Nursery. All fully trained staff will work alongside the staff body to provide guidance to ensure that all Nursery rooms follow the same procedures for behaviour management.

We feel that it is important to provide a secure, caring and supportive environment. We aim to create an atmosphere of mutual respect and encouragement in which children can develop by helping to instil the following:

- A sense of right and wrong
- The importance of good manners and personal skills
- Self-respect and growing self-esteem
- Self-discipline including consideration and empathy for others
- Social skills such as sharing, negotiation, awareness and problem solving
- The importance of taking care of the environment as well as personal property
- The ability to challenge unacceptable behaviour from others i.e. bullying and name calling
- The importance of valuing each other regardless of gender, race, age, religion or ability

In order to achieve this:

- The ground rules covering the conduct of the group and the behaviour of the children are discussed and agreed within the Nursery and explained to all newcomers, both adults and children.
- All adults in the Nursery will ensure that the rules are applied consistently and clear boundaries are set, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- Children will be encouraged to build positive relationships and learn the skills needed to build self-esteem. Children need to develop the confidence to deal with problem solving and disputes. Where the children act aggressively or unkindly, staff will intervene to offer support and advice.
- All adults within the setting are aware that they are role models for the children and so they aim to maintain a positive attitude throughout the day, demonstrating friendliness, care and courtesy towards other staff and children.
- Adults will not raise their voices in a threatening way.
- Techniques intended to single out and humiliate individual children in front of their peers will not be used.
- Children will not be labelled using negative terms such as 'naughty' or 'stupid'.
- Staff will make children understand how and why their actions are unacceptable and show them positive ways to behave instead.
- Behavioural triggers will be looked for to stop unwanted behaviour before it happens, by using positive praise techniques to remove unwanted behaviour.
- Proximal praise will be used for situations such as sitting down at Circle Time or tidying up.
- Physical punishment, such as smacking or shaking will be neither used nor threatened.
- The 'Calm Down' spaces encourage a child to think about how they are feeling and takes into account the IY Assault Cycle. We work with children to help them calm down using the Calm Down Thermometer and then support children to apologise if they are willing to do so.
- 'Calm Down' spaces will be used as a strategy along with other discipline tools, such as ignoring, logical consequences and problem solving.
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- Once a child has calmed down and the situation is resolved and the child's negative behaviour should be forgotten.
- Our expectations of behaviour are realistic for every individual child's level of maturity and understanding.
- Children who display inappropriate attitudes and practices towards other adults and/or children will be encouraged to promote inclusion and acceptance of others in the setting.
- We are committed to working in partnership with parents and promise to keep them informed of any concerns, regarding their child that we may have. We aim to advise parents rather than criticise and to solve problems rather than blame.
- Significant incidents will be recorded and discussed with parents.
- Adults will be aware that some kinds of behaviour may arise from a child's special needs.
- Adults will assess each situation individually, taking into account the bigger picture.
- Positive steps will be taken to avoid a situation in which children receive adult attention only in return for undesirable behaviour. Staff will encourage and praise good behaviour rather than focusing on what is unacceptable.
- Recurring problems will be tackled by the whole Nursery, in partnership with the child's parents, using objective observation records to establish an understanding of the cause. Liaison with other professionals will occur where necessary.
- Physical restraint, such as holding, will be used only with minimum force for the length of time needed to prevent physical injury to the child, other children or adults and/or serious damage to property. Any significant event of this sort will be recorded, and the parent informed the same day.

Examples of positive behaviour:

- Good manners
- Being helpful and co-operative
- Demonstrating appropriate independence
- Kindness/assistance to others
- Willingness to share
- Praising others
- Taking turns

Verbal Praise: This creates a positive atmosphere, which promotes appropriate behaviour. This can be on a one-to-one level, 'public' recognition at story time or other group activity or shared with other members of the staff and parents. It can be/should be given by anyone to anyone.

Non-verbal praise: Smiles, hugs, thumbs up etc.

Display: Children's work will be presented in such a way that it will be obvious to any visitor that we are proud of our children's work, whether it is in quantity or quality of effort. Visible awards (such as stars) can be attributed to the displayed work.

Awards: Children will be given stickers to wear when they demonstrate good behaviour. For children who need extra encouragement, star charts can be put in place that can be used at home and nursery to promote good behaviour. Rewards for stars can then be given at home, where appropriate.

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Examples of negative behaviour:

- Hurting another child/adult
- Showing little or no consideration for another person
- Lack of respect for the environment, equipment and toys
- Anti-social behaviour
- Disrupting the group/play of others
- Bullying

Negative behaviour can be discouraged in many ways:

Praise: Praise other children in the room who are behaving appropriately, encouraging other children to copy their actions.

Non-verbal: A frown, shake of the head etc.

Verbal: A gentle reminder of the setting's rules and a brief explanation as to why the behaviour is unacceptable.

Verbal warning: A clear concise message informing the child what will happen if the behaviour continues. The proposed course of action must be carried out if the child does not comply, otherwise boundaries will be pushed. It is therefore absolutely vital that the warning is relevant to the child and can be carried out appropriately.

Action: Distraction, re-direction of attention, giving alternative choices and other such similar accepted techniques are our chosen ways of handling children who are continually using unacceptable behaviour.

Action Plan: Where negative behaviour (eg. Pushing, biting, hitting) is repeated over a number of sessions, it may be appropriate to start the child on a Behaviour Action Plan. This is to help improve the environment for other children, safeguard all children against being hurt and to help turn the behaviour around for the child themselves. Before a Behaviour Action Plan can begin, behaviour will have reached an unacceptable level whereby other children are directly affected and other IY procedures have been exhausted. Observations will have been taken and the child's parent/guardian will have been spoken to. Parents are a useful resource when dealing with unacceptable behaviour and may be able to shed some light as to the cause of the negative behaviour. A Behaviour Action Plan will then be started to help uncover the triggers for the negative behaviour and all rewards/punishments will be shared between the setting and home to help provide consistency for the child.

Corporal Punishment:

Kaleidoscope Nursery does not, and has never, believed in corporal punishment. Under no circumstances is corporal punishment to be threatened or used at any time. A member of staff who threatens or uses corporal punishment commits an offence and would have to be dealt with by the authorities accordingly.

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Incredible Years:

- Positive relationships will be fostered with all children and their families working through the Teaching Pyramid from the base up.
- Identifying negative self-talk and promoting positive self-talk instead
- Showing children they can be trusted by giving them simple tasks to complete, such as leading the line to the dining room
- Helping children to appreciate the talents and needs of others
- Classroom rules will be clear and consistent
- Transitions will be fully supported
- Inattentive or distractible children will be placed nearest the staff member during activities such as Circle Time
- Disengaged children will be re-directed by calling out their name with a question, standing next to them for support and making up interesting games
- Use positive warning reminders about the behaviour expected rather than negative statements when children are exceeding the limits
- Give frequent attention, coaching, praise and encouragement to children who are engaged and following directions
- Use coaching methods such as Language Coaching, Persistence Coaching, Emotion Coaching and Social Coaching
- Use Specific Labelled Praise for all children with sincerity and enthusiasm
- Use praise consistently and frequently, especially when a child is learning a new behaviour
- Praise children according to your individual behavioural goals for them
- Use proximal praise where possible in group activities, to encourage the distracted children to behave as well as the rest of the group
- Provide ongoing nourishment to children, by identifying the positive behaviours you want to see and praising them when you see it
- Choose specific misbehaviours (low-level attention seeking behaviours) to use a planned ignore strategy
- Unwanted behaviour should always be handled within a child's Nursery room, unless their behaviour is so disruptive to others or a danger to others, that they need to be removed to the office
- Quickly offer new learning opportunities with immediate teacher attention for prosocial behaviours
- Children will be taught calming down techniques using 'Tiny Turtle' and the Calm Down Thermometer
- Behaviour Plans will be put into place for children who need them, which should be developmentally appropriate
- Use feeling talk to encourage children to talk about their feelings
- Use games and activities to teach the language of feelings and to promote understanding of differences in others' feelings
- Teach children to use Emotional Regulation skills through games and puppets
- Set up cooperative learning activities and games to help children practise friendship skills
- Regularly use social and emotion coaching strategies
- Collaborate with parents to promote specific children's social skills at home
- Be brief, clear and concise when describing a behaviour problem and focus on the positive opposite behaviours that the child will be taught

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Emotional Coaching:

Children will be taught to emotionally regulate themselves through specific targeted activities and through learning how to calm down in order to handle situations appropriately. Emotional coaching is taught through role play, puppets and story time.

Tiny Turtle Technique:

All rooms have their own Turtle hand puppet to support the 'Tiny Turtle' technique employed throughout all the age-groups. The turtle puppet is used to help children to stop and think, and take a slow breath to help them to calm down and think when presented with challenging situations.

Calm Down Thermometer:

The Calm Down thermometer works in conjunction with the 'Tiny Turtle' technique, as a visual aid to help children to emotionally regulate. Children will aim to stay in the blue area of the thermometer; where they stray into the orange and red areas, they will use the calming breathing techniques (breathe in the flowers, blow out the candles) to help self-regulate.

Social Coaching:

Children will be taught social coaching in order to teach them the right ways to interact with others and take turns. The specific teaching of friendship skills builds on the scaffolding provided by social and emotion coaching and problem-solving.

Cross-Reference to Other Policies:

In order to complete our commitment to Safeguarding, this policy runs alongside the policies and procedures, as set out below:

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| British Values | S6.3 |
| Child Protection Policy and Procedure | S13.4 |
| Curriculum Policy and Procedure | S3.1 |
| Equal Opportunities Policy | S9.1 |
| Safeguarding Children | S13.1 |
| SEN Policy and Procedure | S10.1 |

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