

Honey Bears Nursery

Behavior Management Policy

Honey Bears adopts a safe approach to ensuring the safe management of children's behavior in our care.

HONEY BEARS DOES NOT TOLERATE BULLYING, SMACKING, SHAKING OR AGGRESSIVE SHOUTING.

We uphold this by setting clear boundaries according to the child's level of understanding and development. We expect children to be kind to one another, respect each other and behave in a safe manner.

In the Pre-School group the children have been given responsibility for making and carrying out the pre-school rules. These can be seen in the pre-school area. We hope by giving ownership of the rules to the children that they will understand and carry them out easier.

Carrianna Baker is the designated Behaviour Co-ordinator. All staff have received training on Promoting Positive Behaviour and Brave Boys.

Code of practice

Our staff positively encourage the children to behave in an appropriate manner by supporting children to use techniques that develop self-regulation and empathy. Staff are also encouraged to use appropriate handling by following our professional code of practice as outlined below:

- Ignore behavior if safe to do so
- Use distraction techniques to divert a child's unwanted behaviour
- Praise and reward systems are used for positive behaviour
- Staff are trained in how to allow the child to reflect on their actions where able to do so in a quiet area.
- Time out for pre-school children only- strategies to be discussed with parents first especially with under three's

Pre-school children are to be given three warnings if they are not listening and reminded about pre-school rules of listening the first time. If they still refuse to listen then they may be excluded from a chosen activity until they have listened- praise the good behaviour at every occasion. Speak in a firm tone and make direct eye contact to calm the situation. Always get down to the child's level. Tell the child they are being spoken too and what it is you want them to do in clear simple words. Ask them if they understand what it is you want them to do and explain about unwanted behaviour and that you would like them to sit down with quiet toys while they calm down. They can then return to their chosen toy.

If the child is moved away from an activity it must only be for a maximum of three minutes. The child is encouraged to apologise for their actions either using the sign or verbally- once they have had time to reflect on what they have done but not made

to do so.

The member of staff should deal with the unwanted behavior alone unless they request assistance, but they must make sure other staff are aware of what they are doing. Where a child has been involved in a severe incident this is to be recorded on a 'Behaviour Incident Chart' and shared with parents at the end of the day for them to read and sign. A copy is given to them. All behaviour sheets are to be placed on the child's file in the office.

Discussions are to be held with the parents as to the best strategies to use and to follow at home. Only good behavior is to be rewarded with the use of stickers and certificates.

Only talk about the positive actions in front of the child. If a child is hurting staff or other children they should be removed safely to another area to calm down. They must be escorted through this process and not left unattended. Two members of staff should be present and all actions must be recorded.

If a child becomes very disruptive and pose a health and safety risk to the children and staff at the setting, the parents will be contacted and asked to collect the child immediately. See additional policy for physical intervention should this be required. Food and trips are not to be used as a 'punishment'. If a child should be regarded as a hazard to themselves or others whilst on a trip then this comes under Health and Safety and would require a separate risk assessment.

Under 3's may be moved away from the activity they are involved in and informed they can play with something else.

Other strategies for under 3's to be discussed on an individual basis with parents/carers and management if the unwanted behaviour continues or escalates.

Children with Special Educational Needs including social and emotional difficulties

Dealing with children with additional needs may involve some physical intervention- see separate policy and/ or Individual Care Plans, or tone of voice techniques. These are put in place following guidelines from Educational Psychologists and other professionals involved. Training will be given to staff involved with the individual child and also discussed with parents/carers.

Other parents/carers within the group are to be informed that other techniques are being used for children with additional needs and to speak to Officer in Charge should they have any concerns.

Incidents

All incidents are to be recorded on a Behaviour Incident Chart and countersigned by the designated person and parent/carer. Parents informed verbally or through behaviour record books daily. Severe incidents are recorded on behaviour incident sheets.

Physical Intervention guidelines- see separate policy

Framework for intervention

Carrianna Baker is the designated person for the framework. Staff are also trained in

this document. The framework focuses on the environment rather than the child's behavior. Please see Carrianna for more details.

We will arrange a meeting with the child's parents/carers if the behavior issues cannot be dealt with by the key worker. Advice will be given to bring the issues, with the support of the parents/carers to a positive conclusion.

Policies this is implemented alongside are:

- Promoting Positive Behaviour

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>January 2011- updated and reviewed</i>	<i>D.Gamble</i>	<i>January 2012</i>
<i>March 2011- updated</i>	<i>D.Gamble</i>	<i>March 2012</i>
<i>March 2012- updated</i>	<i>D.Gamble</i>	<i>March 2013</i>
<i>June 2013- reviewed</i>	<i>D.Gamble</i>	<i>June 2014</i>
<i>September 2014- reviewed</i>	<i>D.Gamble</i>	<i>September 2015</i>
<i>September 2015- reviewed</i>	<i>D.Gamble</i>	<i>September 2016</i>
<i>October 2016- reviewed</i>	<i>D. Gamble</i>	<i>October 2017</i>
<i>October 2017- updated and reviewed</i>	<i>D. Gamble</i>	<i>October 2018</i>
<i>October 2018- updated and reviewed</i>	<i>C.Baker</i>	<i>October 2019</i>
<i>September 19</i>	<i>c.baker</i>	<i>September 20</i>
<i>September 20</i>	<i>c.baker</i>	<i>September 21</i>