

Monty's Daycare Behaviour Learning Policy and Procedure

Policy statement

Our setting believes children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

Procedures

Kerry Allen (Manager and Setting Curriculum Leader), Naomi Washer (Deputy Manager) and Diana Baldock (Lead Senco) have overall responsibility for supporting personal social and emotional development, including issues concerning behaviour.

Kerry Allen (Manager), Naomi Washer (Deputy Manager) and Diana Baldock (Lead Senco) are to:

- Keep themselves 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 of supporting personal social and emotional development; and
- Check that all staff has relevant training on promoting positive behaviour.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the nursery's behaviour policy and its guidelines for behaviour.
- We expect all members of our nursery- children, parents, staff, volunteers and students- to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address reoccurring inconsiderate behaviour, using our observation records and ABC monitoring forms to help us to understand the cause and to decide jointly how to respond appropriately.

Monty's Behaviour Management Strategies

Dealing with behaviour

1. Staff to explain in an age appropriate way that they are disappointed that they are breaking a rule and that their behaviour is unacceptable and that they should stop EG "I am very disappointed in you today, because....."

2. If behaviour continues give the children two choices, to behave or to accept the inevitable consequence if the poor behaviour continues. Count to 5 slowly giving them time to choose.
3. Remind the child of step two and explain it's not been adhered to they will be having reflection time to reflect on their behaviour. Give the child age appropriate reflection time (1 minute of each year of age plus 1 minute). The child will be under supervision but will be given no attention. Adult to hold a sand timer not the child to monitor the passing of time together.
4. At the end of the time out ask the child in an age appropriate way, why their behaviour is unacceptable and ask the child what they think they can do to improve their behaviour

Biting – Show disapproval and firmly but calmly say “Biting hurts, your friend is sad, we must not bite” Then jump to step 3 – reflection time.

Do not force children to say sorry.

Behaviours that result in an incident form being issued are to be recorded on the ABC form, to enable behaviour to be tracked and analysed to identify patterns of areas of concern.

Be clear and consistent

Room

- Provide children with challenging and stimulating activities, which reflect individual needs and discourages frustration and boredom.
- Rooms are responsible for ensuring good behaviour during class time and for general enforcing general discipline.
- Golden rules are discussed on a weekly basis.
- Ensure that there are enough popular toys and resources and sufficient activities so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting times.
- Organisation within the room will limit possibilities for inappropriate behaviour, such as lack of supervision, unnecessary queuing, lack of resources and inappropriate tasks, give the children clear expectations.
- We do not discourage fantasy play, however we use it as an opportunity to explore the concepts of right and wrong, or we think up alternative ideas for our super heroes to encourage “Teachable moments” If fantasy play has been demonstrated regularly on particular occasions, use it as a focus at circle time to promote right and wrong.
- Unacceptable behaviour is never over looked.

- Routines to be kept to as much as possible.

Staff

- Praise all children for positive behaviour, to promote self-esteem as often as possible, being specific in what the praise is for.
- Foster mutual respect between staff as well as the children.
- Staff are to role model treating others with courtesy and patience.
- Ensure this policy is applied consistently and fairly.
- Share specific children's needs with other staff so that children's well-being and behaviour can be supported by all in the room.
- Ensure all children have a sense of belonging to a group so that they feel valued and welcome.
- Avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- We do not shout or raise our voice unless the child or another child is in danger.
- Encourage children to come up with ways of dealing with a conflict over a toy.
- Distract children if you see them becoming frustrated.

Send

- All staff in the room to be aware of, and support, a child with a disability or special educational need.
- Reasonable adjustments are made in application of the behaviour policy to SEND children

Questions to ask

What's happened?

What's going on?

What were you thinking?

What were you feeling inside?

How has the recipient been affected?

What do you need to feel better about this?

What could you do to make things right?

Behaviour Chart

	Staff to warn children about their behaviour and remind them of Monty's golden rules	
	Staff to explain in an age appropriate way that they are disappointed that they are breaking a rule and that their behaviour is unacceptable and that they should stop EG "I am very disappointed in you today, because....."	
	If behaviour continues give the children two choices, to behave or to accept the inevitable consequence if the poor behaviour continues. Count to 5 slowly giving them time to choose.	
	Remind the child of step two and explain it's not been adhered to they will be having reflection time to reflect on their behaviour. Give the child age appropriate reflection time (1 minute of each year of age plus 1 minute). The child will be under supervision but will be given no attention. Adult to hold a sand timer not the child to monitor the passing of time together.	
	At the end of the time out ask the child in an age appropriate way, why their behaviour is unacceptable and ask the child what they think they can do to improve their behaviour	

This policy was adopted at a meeting during January 2019. Kerry Allen (Nursery Manager), Naomi Washer (Deputy Manager) and Diana Baldock (Lead Senco) were present. (Policy and procedure to be revised during the month of January 2020 spring term).