

Behaviour Management Policy

Statement of intent

Stepping Stones Nursery School believes that children thrive when they know the expected rules of behaviour. Children learn respect through meaningful interactions with caring adults who show them respect and value their individual personalities. Positive, caring and polite behaviour is encouraged and praised at all times in an environment where children learn to respect themselves, other people and their surroundings.

Children need clear boundaries of behaviour to ensure their own safety and the safety of their peers. At Stepping Stones we aim to set these boundaries in a manner that supports children to acquire an understanding of the consequence of their own behaviour within their own environment and those around them. A child has a natural desire to explore and develop their own ideas and concepts, therefore at Stepping Stones we strive to keep restrictions to this natural desire to a minimum.

This policy reflects the guidance set out in the Statutory Framework for the Early Years Foundation Stage 2021 page 34 sections 3.53 and 3.54

We aim to:

- Recognise each child as an individual
- Encourage self-discipline, consideration of others, respect of our surroundings and property
- Encourage children to participate in a variety of group activities which assists the development of social skills
- Work in partnership with parents/carers by communicating effectively



- access relevant sources of expertise where required and act as a central information source for all involved
- attend regular external training events and ensure all staff attend relevant in-house or external training for behaviour management
- a record will be maintained of staff training

We recognise that codes of conduct vary between cultures and staff are required to be aware of this and respect those used by all members of Stepping Stones

Stepping Stones' rules relate to safety, care and respect for each other. Children who exhibit negative behaviour by physical or verbal abuse to another child or adult will be required to take time to think about their actions. Comfort will be given where necessary and staff will explain to the child that their behaviour is unacceptable. Staff must be clear that when a child is feeling angry or upset it is the behaviour that is unacceptable and not the child.

Dealing with Children's Unacceptable Behaviour:

- Corporal punishment will not be used or threatened and staff will not use or threaten any punishment which could adversely affect a child's well being
- Children will not be singled out or humiliated in anyway. Staff will redirect the children to alternative activities. Discussions with children will take place respecting individual levels of understanding and maturity
- Staff will not raise their voices in a threatening way
- When negative behaviour occurs, it will be made clear to the child or children in question that it is the behaviour that is unacceptable and not the child
- The manner in which negative behaviour is dealt with will depend on the child's age, level of development and maturity and the circumstances



surrounding the behaviour. The child may be asked to take time to think about their actions.

- Parents will be informed if their child is unkind to others or if their child has been upset. In all cases negative behaviour will be dealt with at Stepping Stones at the time of the incident. Parents may be required to meet with staff to discuss their child's behaviour in order to work in partnership to ensure consistency between home and Stepping Stones. In some cases we may request additional support from other professionals.
- Children need to develop non-aggressive strategies to enable them to stand up for themselves so that adults and children listen to them. They need to be provided with opportunities to express their feelings more appropriately
- Confidential records will be kept regarding negative behaviour that has taken place. Parents/carers will be informed and asked to read and sign entries concerning their child
- If a child requires additional support to develop positive behaviour we will endeavour to provide for their needs
- Through partnership with parents/carers and formal observations, staff will make every effort to identify any behavioural concerns and the causes of that unwanted behaviour. From these observations and discussions a Behaviour Management Plan will be implemented
- If necessary, for their own and their peers well-being, children will be distracted from the negative behaviour and supported in an alternative activity or environment.

Children require their own time and space. It is not always appropriate to expect a child to share and it is important to acknowledge children's feelings and help



Through positively promoting good behaviour, valuing co-operation and a caring attitude we hope to ensure that children will develop as responsible members of society.

Physical Intervention

- Staff will assess all situations before intervening.
- Where possible children will be guided away from the area.
- Staff will physically intervene if a child is causing harm to themselves, other children, adults or the resources around them.
- In extreme circumstances they will be removed by carefully lifting and gently placing on the floor away from the situation
- Staff will always ensure the safety of the child and other children.
- Staff will always deal with the situation in a calm professional manner and be aware at all times of the child's well being

A confidential record will be kept of any negative behaviour which occurs and a confidential record of any physical intervention that has occurred. Parents/carers will be required to sign and date these forms and discuss with staff on the day of the incident.



Behaviour Management Guide

A guide on how to deal with unwanted behaviour

Stage 1

- Go to the child bend to their level
- Say "please keep the sand in the sand tray" or " can you see Fred is keeping the sand in the sand tray"
- Use positive words e.g. "can you see Fred sitting nicely" instead of sit down now, "Walk" instead of "Don't run"
- Ask the child to clean up the sand or water or pick up the toy
- If the child is being unkind ask the child to think 'would they like to be treated that way?' If possible explain to the child in their language e.g. "would it make you sad if Fred threw sand at you?"

Stage 2

- Go to the child bend to their level
- Model play and language and encourage child to do the same
- If the negative behaviour continues tell the child what you would like them to do, not what you don't want them to do
- Explain to the child that if it happens again they will be removed from the situation.

Stage 3

- Remove the child form the situation
- Ask the child why they think have been removed
- Encourage the child away from situation and sit on the floor



