

WINDMILL DAY NURSERY
6 CHURCH ROAD
THORNTON

BEHAVIOUR POLICY (reviewed March 2019) to be reviewed March 2020 or sooner if the need arises.

CHILDREN BENEFIT MOST WHERE ADULTS ADOPT A CONSISTENT AND POSITIVE APPROACH TO THE MANAGEMENT OF THEIR BEHAVIOUR. BY ESTABLISHING CLEAR BOUNDARIES ACCORDING TO THE CHILD'S LEVEL OF UNDERSTANDING, CHILDREN BECOME AWARE OF THE SETTING'S ROUTINES AND PROCEDURES AND KNOW WHAT IS EXPECTED OF THEM.

At Windmill Day Nursery we expect children and staff to:

- *Behave nicely.
- *Try to be kind to everyone.
- *Treat other people the way we would like to be treated.
- *Try to be polite to everyone (AND ALWAYS STAY CALM – staff)
- *Staff to follow the professional conduct policy

The rewards we use for desirable behaviour are:

- *A Smile nods, clap, written and verbal comments on work.
- *Privileges
- *Stars/stickers
- *Special mention in “Talk Time”
- *Lots of praise.

We use the counting to three technique, giving the child a choice, to put things right.

The sanctions we use for undesirable behaviour which includes bullying are:

- *Reprimand
- *Withdrawal of signs of approval i.e. smiles, eye contact
- *Withdrawal of privileges
- *Moved away from activity.
- *Discussion with parents

Any child at my setting will never be physically forced to do something they do not want to do.

- 1) Incidents of undesirable behaviour are handled in a calm and controlled manner by the practitioner present at the time of the incident.
- 2) A child will always be told why his or her behaviour is undesirable. Will always be told it is the behaviour that is undesirable not the child itself.
- 3) Physical punishment is not resorted to in any way.
- 4) Where physical restraint is totally unavoidable (ie to avert immediate danger of personal injury to any person including the child, the minimum amount is used, consistent with maintaining the safety of the child and

others.(a record will be kept in the incident book of any occasion where physical intervention is used and parents/carers will be informed on the same day or as soon as is reasonably practicable.)

5) Persistent cases of undesirable behaviour will be, in the first instance, reported to parents and Marie.. Where necessary a meeting with parents may be arranged to form an action plan to deal with the child's behaviour.

IF A SATISFACTORY SOLUTION CANNOT BE MET WE WILL ASK TO BRING IN OUTSIDE PROFESSIONAL HELP.

BEHAVIOURAL ISSUES

LOVE – SUCCESSFUL DISCIPLINE CAN ONLY COME WHEN THERE IS A STRONG FRAMEWORK OF LOVE, BEING WANTED, RESPECTED, CARED FOR AND FEELING IMPORTANT. IF CHILDREN DON'T HAVE THIS PREREQUISITE, IT IS BOTH DIFFICULT AND UNWISE TO FIRMLY MOULD BEHAVIOUR.

CONSISTENCY-CHILDREN NEED TO KNOW THE LIMITS AND EXACTLY WHAT IS EXPECTED OF THEM. THEY SHOULD SENSE THAT THEIR CARERS ARE IN AGREEMENT AND IN CHARGE. DISCIPLINE MUST BE APPLIED CONSISTENTLY AND NOT DEPEND ON THE FLUCTUATING MOODS.

STAYING CALM AND IN CONTROL- DON'T ARGUE, DON'T DEBATE, DON'T STIR, DON'T THROW AN ADULT WOBBLER, DON'T SHOOT FROM THE HIP.

COMMUNICATING CONVINCINGLY- USE THE POSITIVE LINE "THIS IS THE WAY IT IS GOING TO BE!" DISCARD THE WISHY-WASHY APPROACH – "MAYBE WE WILL DO IT THIS WAY BUT IF YOU COMPLAIN AND WHINGE ENOUGH WE WILL GO FOR A RECOUNT!"

BOOSTING THE BEST – REWARD THE BEHAVIOUR YOU WANT WITH ENCOURAGEMENT, INTEREST, WARMTH, FUN AND ATTENTION. MORE TANGIBLE REWARDS MAY BE GIVEN.

UNDERPLAYING THE DESIRED – TRY TO DAMPEN DOWN THE UNWANTED BEHAVIOUR. DON'T RISE TO THE BAIT. BECOME SKILLED IN THE ART OF SELECTIVE DEAFNESS.

COMMON SENSE AND CUNNING – RECOGNISE AND AVOID TRIGGERS TO NEGATIVE BEHAVIOUR. DIVERT ATTENTION. KEEP LITTLE BODIES BUSY AND LEARN TO USE SIDE STREAM ATTENTION.

SENSIBLE EXPECTATIONS - LITTLE CHILDREN ARE NOT ADULTS AND WILL NOT BEHAVE AS ADULTS. LISTEN TO WHAT THEY ARE TELLING US, AS THEIR BEHAVIOUR MAY NOT NEED DISCIPLINING, BUT COMFORT, REASSURANCE AND A CUDDLE.

SAFETY VALVES – WHEN YOU ARE TIRED YOUR BRAIN IS CLOSE TO SELF-DESTRUCT, USE TIME OUT TO SEPARATE THE WARRING PARTIES. USE THE STAFF ROOM, STEP OUTSIDE FIND SPACE ENGAGE IN SOME OTHER ACTIVITY.

REMEMBER – TENSION AT HOME, PARENTAL POINT-SCORING, DEPRESSION, CONFLICTING OPINIONS. ALL MAKE EFFECTIVE DISCIPLINE DIFFICULT. EACH ONE OF THESE CAN BE HELPED, BUT PARENTS NEED TO BE COMMITTED.

SENSE OF HUMOUR – THE TODDLER ANTICS YOU WILL SEE EVERY DAY CAN ONLY BE CLASSED AS AMAZING. KEEP SMILING; THIS CIRCUS DOESN'T GO ON FOR EVER.

THIS INFORMATION IS TAKEN FROM: TODDLER TAMING

BY DOCTOR CHRISTOPHER GREEN.

FACTORS LINKED TO PROBLEM BEHAVIOUR

BEHAVIOUR PROBLEMS ARE NOT USUALLY RELATED TO ONE FACTOR ONLY BUT TO SEVERAL, OF WHICH THE FOLLOWING ARE ONLY A SAMPLE!

PHYSICAL

- REACTIONS TO ADDITIVES AND FOODS THAT MAY LEAD TO HYPERACTIVE AND AGGRESSIVE BEHAVIOUR.
- POOR DIET.
- TIREDNESS AND HUNGER AGGRAVATE DIFFICULT BEHAVIOUR.
- PHYSICAL ILLNESS MAY BE LINKED TO REGRESSIVE BEHAVIOUR.
- LACK OF EXERCISE AND FRESH AIR.
- SENSORY IMPAIRMENT MAY CONTRIBUTE TO FRUSTRATION AND LEAD TO PROBLEM BEHAVIOUR.
- PROBLEMS AND FRUSTRATIONS ASSOCIATED WITH POOR PHYSICAL SKILLS.

SOCIAL-EMOTIONAL

- CHILDREN WHO LACK LOVE, CARE AND ATTENTION.
- CHILDREN UNDER STRESS OF ALL KINDS.
- FAMILY DIFFICULTIES SUCH AS PARENTS SEPARATING OR ARRIVAL OF A NEW BABY.
- POOR SELF-ESTEEM OR LACK OF CONFIDENCE.
- EXCESSIVE FEARS, PHOBIAS OR ANXIETIES.

- POVERTY AND DEPRIVATION MAY MAKE A BEHAVIOURAL PROBLEM WORSE.

COGNITIVE AND LANGUAGE

- POOR LANGUAGE SKILLS TO EXPRESS FEELINGS AND ANGER.
- RESTRICTED VOCABULARY.
- LEARNING DIFFICULTIES.
- LACK OF CONCENTRATION.
- BOREDOM.
- OVER-STIMULATION.
- CONSTANT FAILURES.

ENVIRONMENTAL

- LACK OF PLAY OPPORTUNITIES.
- LACK OF PERSONAL SPACE.
- NOISE AND NO OPPORTUNITY FOR QUIET PLAY.
- NO PRIVACY.

To recap....

Thinking

*Do you know the children in your care? How they behave and if they need help to manage their behaviour? Think about why the behaviour is occurring. Do you understand why? Are there any triggers?

Acting

- * Use consistent sanctions delivered in a calm approach
- * Follow the distraction technique if appropriate
- *Use the 1,2,3 technique. This allows the child the chance to repair the situation.
- *Seek out positive behaviour and reward this profusely.
- * Remind children regularly about what is desirable behaviour.

Evaluating

*Seek help and support from your colleagues(this could be via supervision)

- * Share experiences to help staff develop in their behaviour management techniques with different children
- * develop your 'behaviour toolkit'

Finally, you are not alone, always seek help and support if you are struggling to manage behaviour. It is often a team effort.