



Maisie Poppins Nursery

the holistic approach to childhood

Maisie Poppins Nursery: Updated Policies & Procedures

Policy and Procedure for Behaviour Management

Policy

We promote and encourage emotional well-being, our ethos and approach fosters the holistic well-being of a child, our commitment to partnership working enables children to feel safe and secure easier. As holistic providers, we understand that a child's 'behavior' is a manifestation of their well-being brought about by a plethora of factors in their internal and external world.

We consider neuro science, developmental milestones, transitions, and neuro diversity when we support a child to make positive behavior choices.

All staff are responsible for managing children's behaviour in an appropriate way. – please see Safeguarding and child protection policy, 'managing children's behaviour'.

Our approach focuses on self-belief, self-regulation and development of empathy as we guide children to think about their impact on self and others and taking care of themselves.

This links with the EYFS and our document '*Working holistically with children, The Maisie Poppins Way.*'. We find children are able to make more positive choices when we lead by example using positive 'social role modeling'.

Procedure

We reward and encourage positive behavior choices as follows;

- Reconfirmation of why the child has made a good/positive choice.
- Verbal and clear praise
- Encouraging Smiles
- Ensuring words like 'naughty' and 'bad' are not used by adults or other children in our setting.
- Keeping parents informed of positive behavior choices for continuity and sharing the message – partnership work both verbally and in the daily diary that is emailed to you.

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We follow the high scope approach in order to support young children to become autonomous human beings who are able to develop skills to self-manage conflict as they develop in a useful positive way, please see below for our conflict resolution steps:

- **Approach calmly, stopping any hurtful actions.** Place yourself between the children, on their level; use a calm voice and gentle touch; remain neutral rather than take sides.
- **Acknowledge children's feelings.** Say something simple such as "You look really upset;" let children know you need to hold any object in question.
- **Gather information.** Ask "What's the problem?" Do not ask "why" questions as young children focus on that what the problem is rather than understanding the reasons behind it.
- **Restate the problem:** "So the problem is..." Use and extend the children's vocabulary, substituting neutral words for hurtful or judgmental ones (such as "stupid") if needed.
- **Ask for solutions and choose one together.** Ask "What can we do to solve this problem?" Encourage children to think of a solution but offer options if the children are unable to at first.
- **Be prepared to give follow-up support.** Acknowledge children's accomplishments, e.g., "You solved the problem!" Stay nearby in case anyone is not happy with the solution and the process needs repeating.

Staff at Maisie Poppins Nursery respect children's ideas for solving problems, even if the options they offer don't seem fair to adults. What's important is that children agree on the solution and see themselves as competent problem-solvers.

All children in our care are treated fairly and with respect at all times and as individuals with their own rights as per the 'United Nation Convention of the rights of the child' (1991).

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We understand that there will be instances when behaviour is not acceptable such as hurting others. We will endeavor to work to resolve this with consistency and fairness as follows;

- Stop the behavior from continuing.
- explaining why that behaviour is unacceptable to the child in an age appropriate and personality appropriate way.
- If it continues, the use of 'thinking time' can be used from age 2 onwards to calm down and learn to reflect on what happened with support from an adult.
- Inform parents of behaviour and consequence
- At all times, we will self-reflect on possible causes for negative behavior choices e.g. boredom – are the activities offered, any specific needs that are emerging, differing personalities, any physiological reasons, age/stage development?, teething etc., or there may be issues at home that may be a cause – a new baby for example, bereavement of family member or pet etc. In all cases we are always working with the behaviour in order to turn it around rather than focusing on the child as an individual in order to maintain self-esteem.
- Children are never punished physically in any way, nor are they humiliated, embarrassed or restrained. We work in a positive, solution focused way in order to enable the child to reflect and learn how to behave better with my support.
- We always contextualise behaviours that a child may have. We work holistically looking at the overall picture to understand why we may be seeing certain behaviours then work in partnership to work it through together, helping the child move to a more positive place.

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- We create 'specific partnership working plans' in partnership with the parents if a problem behavior continues for a long term and warrants a more involved approach

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