

# BEHAVIOUR MANAGEMENT POLICY

The behaviour co-ordinator is the Nursey Manager, Kerry Mitchell

## **POLICY STATEMENT**

Bright beginnings Day nursery aims to create a positive environment, where adults manage and encourage positive behaviour that promotes children's welfare and development.

We aim to create a positive environment that helps the children to develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement to enable them to flourish, develop and enjoy learning whilst making a positive contribution by engaging in positive behaviour.

Bright Beginnings Day Nursery will ensure that all staff has up to date knowledge of how to deal with children who are biting through staff induction, staff training and to keep in line with current guidelines and legislation.

## **OBJECTIVE**

Bright beginnings Day nursery understands that biting is a common behaviour amongst children from birth to three years, we will set age appropriate boundaries and ground rules.

We aim to set these boundaries to help the children to be aware of the effect of their behaviour on themselves, their environment and those around them. Children need to have set boundaries for their own safety and the safety of their peers.

The staff will identify the external causes for the challenging behaviour of biting, so that further incidents can be prevented. The staff will seek to understand the meaning of the child's behaviour and discover together with the child a more effective means of communicating needs, wishes, and desires.

## **ETHOS & VALUES**

Bright beginnings Day nursery believes it is important to think positively about children who bite. Biting is a form of communication, as biting is always a response to the child's needs not being met or coping with a challenge or stressor.

We will work proactively to understand the developmental stages of the children in our care, and their individual needs which will help the staff to prevent biting behaviour occurring.

Bright beginnings Day nursery will ensure that any child who is biting will be kept confidential at all times as labelling children as "biters," will harm the children's self-perception and can intensify biting behaviour.

## **PARTNERSHIP WITH PARENTS**

We will work in partnership with parents on issues of biting through sharing of information, ideas and strategies to ensure that all parties involved have a consistent approach to

positive behaviour and are able to anticipate inappropriate behaviour and supporting children at these times.

Parents will be given a copy of the parent's handbook which includes both this protocol and the Behaviour management.

Parents will be informed immediately of any biting and be consulted on the decision of used within the setting and be given advice of how these strategies can be used at home to ensure the child has a consistent approach to the biting.

Parents will be consulted on the progress of their child's behaviour and how the strategies are working within the setting and discuss how they are working at home.

## **TRUST AND SAFETY**

Bright Beginnings Day Nursery will show the children how to keep themselves and others safe and have the confidence to express their concerns and fears in appropriate ways. This will be achieved through positive reinforcement, promoting positive behaviour rather than dwelling on inappropriate actions

Staff will never use physical punishment, handle a child roughly or use inappropriate practices.

Staff will never use emotional punishment, humiliation, shout, and raise voices to children in a threatening way. Any person failing to comply with this requirement is committing an offence.

If a child demonstrates challenging behaviour the key worker will record the incident on an Incident form (**C11**), the parents will be informed of the incident and be required to sign the incident form. If any other parties were involved they will be informed of the incident.

If anyone is injured this will also be recorded in the appropriate accident report book.

The physical restraint of any child will only be used as a as resort to prevent harm to the child or other children/ adult or to restrict serious damage to property. The nursery manager / behaviour coordinator will be informed of the incident immediately. If such an incident should occur an Incident form (**C11**) will be completed and parents/ careers must be informed on the same day or as soon as reasonably practicable.

For children who have additional needs or SEN and should physical intervention be needed, the setting will access training to ensure that all staff have the relevant training in physical intervention and how this procedure can be safety be implemented within the setting.

Depending on the seriousness of the behaviour, it should be made clear that persistent episodes could result in the company acting upon the right to dismiss the child from nursery giving one week's notice.

We take Bullying very seriously. Bulling involves the persistent physical or verbal abuse of another child or children. A child who is bullying has reached a stage of cognitive development where he or she is able to plan and carry out premeditated intent to cause distress in another. We found that most children at Bright Beginnings do not reach this level and behaviour of this kind is dealt with through behaviour management. Bulling can occur in children five and over and may well be an issue in after school and holiday club for the slightly older children.

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their feelings are running high at the time, but it is not helpful to label this behaviour as “bullying,” although it may be inconsiderate at times and may need addressing using strategies.

#### **BEHAVIOUR MANAGEMENT COORDINATOR IS RESPONSIBLE FOR:**

1. Ensuring personal knowledge of behaviour management and relevant legislations is up to date.
2. Review policies and procedures to ensure that they are up to date as changes occur.
3. Provide training to staff and students.
4. Provide advice and support to key workers for individual children.
5. Liaise with parents and other professionals on behaviour management issues.
6. Agree strategies for managing individual children as required.
7. Monitor and review current strategies.
8. Role model good behaviour management strategies.
9. Observe and coach staff on their behaviour strategies.
10. Review the environment to ensure this supports good behaviour.
11. Review and file incident forms.
12. Each month review behaviour within the setting- identifying issues and possible training needs.
13. Children need to have set boundaries for their own safety and the safety of their peers.

#### **STAFF ROLES AND RESPONSIBILITIES**

To role model, coach and provide support to junior members of staff and students to fully understand the behaviour management policy and why it is paramount to have a consistent approach to being a good role model, setting good examples to the children and encouraging positive behaviour and interventions.

Key workers must record the incident immediately on the individual child's progress sheet (C3) and monitor any other incident to help to identify any trigger or cause to inappropriate behaviour.

Consult behaviour coordinator over concerns before discussing concerns with parents and agree strategies that can be used at home and at nursery.

To monitor strategies used within the setting and give parents regular feedback.

### **POSITIVE STRATEGIES FOR PROMOTING GOOD BEHAVIOUR.**

Bright Beginnings Day nursery uses a range of strategies to promote positive behaviour for all children in the setting depending on their age and stage of development.

Some of the strategies used:-

1. Using praise and positive reinforcement.
2. Encouraging sharing and negotiation.
3. Staff, students and volunteers being good role models and setting good examples.
4. Consulting with children when creating rules and boundaries (age dependent).
5. Helping children to understand consequences of their behaviour.
6. Reassuring children that they are valued as individuals even if their behaviour may sometimes be unacceptable.

### **PROCEDURES FOR DEALING WITH INAPPROPRIATE BEHAVIOUR**

1. Re-direction/ distraction to another activity to promote positive behaviour, sharing or turn taking.
2. Speak calmly, clearly and firmly and give a warning and explain why the behaviour is unacceptable and the consequences to their actions.
3. Use positive instructions when speaking to children; I.e. "Please walk" instead of "Don't Run."
4. A firm "NO" if necessary and a clear explanation of why the behaviour is unacceptable.
5. Give warning of the consequences if the behaviour does not stop after three warning, the child will be put on to "Time out". Time out is when the child is moved away from the situation to think about their actions. This "time out should be no more than one minute for each year of their age. (This is to be appropriate to individual child's stage of understanding, development and maturity.)
6. When the child has successfully completed time out, the adult should explain why the child has been on time out and then ask the child to apologies if necessary.

### **CHILDREN UNDER THREE YEARS**

Bright Beginnings Day nursery recognizes that there is a need for different strategies for children under three. We recognize that babies and very young children are unable to

regulate their own emotions, such as fear, anger or distress and require sensitive adult to help them do this.

Common inconsiderate or hurtful behaviours of young children include tantrums, biting or smacking. Staffs are calm and patient, offering support and help the children to manage their feelings to help resolve issues and promote understanding.

The most common of the unacceptable behaviour in children under three is biting. Please see separate Biting Policy on how Bright Beginnings Day nursery deals with this behaviour.

If tantrums, biting or smacking are frequent, we will work with parents to try to find out the underlying cause- such as change or upheaval at home or frequent change of carers at home.

We have a key workers system to ensure a child's attachment figure in the setting to build a strong relationship to provide security to the child.

### **ROUGH AND TUMBLE PLAY**

Bright Beginnings Day nursery recognises that young children often engage in play that has aggressive themes- such as superhero and weapon play; Some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using the strategies below.

We will develop strategies to contain play that are agreed with the children and understood by them, with acceptable behavioral boundaries to ensure children are not hurt.

Staff will tune in to the contents of play, perhaps to suggest alternative strategies for Heroes and heroines, making the most of "moments" to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

### **INTERVENTION TECHNIQUES**

**Planned ignoring-** Minor, harmless and attention seeking behaviours are likely to stop if you don't pay any attention to them. Remember, it is equally to praise good behaviour.

**Active listening-** Sometimes listening to what a child has to say and exploring and acknowledging their feelings through the use of reflective responses can help a child to feel that:

- Someone else acknowledges the reality of their feeling.
- They are not alone.
- Someone cares.

**Interpretation and interference-**Put what happened into words and ask the child if there was another way they could have acted. For example " it looked like you were really upset before you hit Gemma- was there another way you could of let her know how upset you were ?"

**Backing away** - This is not the same as backing down. You are not giving in, simply giving the child time to calm down before you discuss the situation with them. Staying and continuing to challenge a child who is already angry is likely to make the situation worse. Alternatively, allow the child to back away through offering them a verbal or physical way out.

**Affection**- if a child's behaviour is motivated by fear, anxiety or uncertainty, a big injection of affection, verbal or physical, can help to stop inappropriate behaviour. Children do not always appreciate the care that is given on a daily basis and need additional affection to understand how much the adult really cares for them.

**Hurdle help**- By providing assistance when a child is stuck, you can help them to overcome feelings of failure or inadequacy.

**Proximity** - Sometimes an adult quietly heading in the general direction of what is going on can be enough to encourage children to do something else.

### **LINKS TO RELEVANT BBDN POLICIES**

Safeguarding Children

Complaints

Confidentiality

Inclusion

### **LINKS TO LEGISLATION AND OTHER POLICIES**

Children Act 1989 and 2004.

Statutory Framework for the Early Years Foundation Stage.

Conventions on the rights of the child, UNICEF 1989.

Data Protection Act 1998.

Employment Equality (Religion or Beliefs) Regulations 2003.

Employment Equality (Sexual Orientation) Regulations 2003.

Every Child Matters- Change for Children 2004.

Freedom of Information Act 2000.

Race Relations Act 1976.

Race Relations Amendments Act 2000.

Sex Discriminations Act 1975 and 1986.

Sex Discriminations (Gender Reassignment) Regulations 1999.

The Human Right Act 2000.