



Behaviour Management

Safeguarding and Welfare Requirements: 3.50-3.52

Our aim is:

To provide a stimulating range of experiences and activities for all the children, so they can make sense of their world, explore and play in a happy, calm and well managed environment.

At Forest Park Day Nursery and Pre-school we believe that children flourish best when they know how they are expected to behave with consistent boundaries and outcomes from the adults around them.

We believe that busy children are less likely to behave in an unacceptable or anti-social way. We also believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

Children gain respect through interaction with caring adults who show them respect and value their individual personalities. Positive, caring and polite behaviour will be encouraged and praised at all times in an environment where children learn to respect themselves, other people and their surroundings.

Children need to have reasonable and appropriate limits and expectations to behaviour for their own safety and the safety of their peers. Within the nursery we aim to set these boundaries in a way, which helps the child to develop a sense of the significance of their own behaviour, both on their own environment and those around them. Restrictions to children's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

The rules governing the conduct of the group and the behaviour of the children will be discussed and agreed within the group and explained to all newcomers, both children and adults.

We aim to promote behaviour by:

- Recognising the individuality of all our children
- Encouraging self-discipline, consideration for others, surroundings and property
- Encouraging children to participate in a wide range of group activities to enable them to develop their social skills
- Working in partnership with parents/guardians and other adults working with the family by communicating openly

- Praising and reward positive behaviour. Acknowledging positive actions and attitudes, we hope to ensure that children see and hear that we value and respect them and feel cared for. Children will be less likely to seek attention through misbehaving, if they are used to receiving positive attention for good behaviour.
- Not ordering children, because “do as you’re told” does not teach anything for next time. Positive discipline means explaining why.
- Ensuring punishment is NEVER used. It is destructive and it can humiliate children and make them feel powerless.
- Setting realistic boundaries for children to work within, based on their level of development, stage, age and understanding.
- Encouraging all staff working with the children to accept their responsibility for implementing the goals in the policy.
- Ensuring all staff and adults in the nursery, set good examples. Children will often take more notice of what we do rather than what we say.
- Promoting non-aggressive behaviour and encouraging the children to deal with conflict peaceably and with control.
- Ensuring physical intervention is only used to prevent injury to a child. Physical punishment in any form will neither be used nor threatened.
- Providing a key worker system enabling staff to build a strong and positive relationship with children and their families
- Ensuring staff are encouraged to recognise that active physical play OR “rough and tumble” in the early years is a natural part of the child’s development and that it should be channelled in a positive way
- Having a named person who has overall responsibility for issues concerning behaviour.

The named person; **Holly Barnes**, will keep up to date with legislation and research and thinking on handling children’s behaviour. Attend regular training events, and check that all staff have relevant in-service training on handling children’s behaviour. A record will be kept of staff attendance at this training.

We recognise that codes for interacting with other people vary between cultures and staff required to be aware of this and respect those used by members of the nursery.

Unwanted behaviour

When dealing with unwanted behaviour:

We will aim to distract and divert the behaviour where possible. If the behaviour is dangerous or harmful then some intervention may be needed;

1. Let the child displaying unwanted behaviour calm down, and minimise the attention given.
2. Comfort the victim (if another child is involved), provide reassurance. Administer any first aid if this can be done quickly- if not ask another adult to assist and to continue providing comfort.
3. Return to the child who caused the harm or displayed the unwanted behaviour.
 - It is important to be at their level
 - Use eye contact as much as possible (taking into account age, stage and development and special needs)
 - use gentle touch to gain attention (where appropriate)
 - and a calm but firm voice

4. Explain briefly how the behaviour has caused harm or was inappropriate, and how that has made the other child feel, the adult feel or the impact it has caused.
5. Ask the child to cuddle/shake hands/apply a cold compress/wipe the wound to the child who has been hurt if appropriate.
6. If they have disrupted an activity, knocked equipment out of the way or broken something encourage them to tidy this away or put it back to how it was. With support, if needed.
7. Do not ask a child to say sorry. Children do not understand this concept until much older. If they volunteer to say sorry this is fine, but also ask them to make it better, using the methods as mentioned above.

PLEASE NOTE;

STAFF MEMBERS

- Consider if you are the best person to deal with the situation at the time. If you have been hurt or are temporarily not calm enough to deal with the situation, ask a colleague to assist you.
- Be aware of situations where you may need to step in to help a colleague who is administering behaviour management. Either for support or first aid.

In line with this policy and strategy we will ensure that:

- Children will never be sent out of the room by themselves OR singled out or humiliated in any way. Children may need some calm away from other distractions, but this will NEVER be called or used as “time out”
- Staff will not raise their voices in a threatening way, or use negative language. For example “you’re making me cross” or “your naughty”
- In any case of misbehaviour, it will always be made clear to the child(ren) in question, that it is the behaviour and not the child that is unwelcome
- Parents/guardians are informed if we have had to put our behaviour strategy in practise. We will discuss any behaviour concerns or challenges and it may be appropriate to meet with staff to discuss this in more detail so that we can work in partnership to ensure consistency between home and nursery, and resolve any issues together. In some situations we may request additional advice and support from other professionals; such as East Sussex Improvement Team, an educational psychologist or child guidance counsellor
- Children have the opportunity 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 given opportunities to express their feelings constructively and clearly.
- Confidential records will be kept on any behaviour issues. Parents/guardians will be and involved in this process.
- Through partnership with parents/guardians and formal observation, staff will make every effort to identify the causes for any unexplained and unwanted behaviour. From these observations, individual plans (IEP’s) or Individual Behaviour Strategies may be formed.

When discussing behaviour with a parent/guardian:

- Give positive feedback and information about the child's day first, and then discuss any behaviour issues. Share your information/observations and any potential causes that you may have identified.
- Do not discuss anything negative in front of the child in question or in ear-shot of any other children or parents/guardians.
- Consider the environment and the timing of when you choose to discuss this with a parent/guardian.
- Try to work together and share knowledge. Parents/guardians may be experiencing the same thing at home.

Anti-Bullying

Children need 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 to help them understand how others might be feeling.

Any form of bullying is unacceptable and will be dealt with immediately.

Children must be encouraged to recognise that bullying, fighting, hurting and racist comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened.

Biting

We understand that when young children and babies are developing there are some natural behaviour patterns that lots of children go through. These are often age and stage appropriate and can tell us many things about how a child is feeling or their needs. We also understand that often, but not always are these patterns of behaviour are not isolated to either home or nursery, and therefore we feel it is vital to work in close partnership with families, to support all our children.

Biting, can be a very upsetting behaviour to deal with and unfortunately it can be unavoidable at times. The reasons for biting could be; Frustration or trying to express a strong emotion, a means of communication and/ or a lack of verbal communication skills, or it can be to satisfy a need for oral stimulation.

We believe that like any unwanted behaviour, biting should be dealt with the same and the reasons behind why this behaviour is occurring needs to be determined so that the issue can be solved. Parents/guardians will be fully informed and involved in any strategies that we may put in place, in the hopes that consistency will continue at home.

Support and guidance

We have photocopied list from a SEN Co-ordinator, about biting and strategies are highlighted for use with each age group, a copy of which can be given to parent/guardians along with a Behaviour management article.