

Behaviour Management Policy

Content:

- Page 1 -
 - Introduction
- Page 2 -
 - Rough and tumble play
- Page 3 -
 - Hurtful Behaviour
- Page 4 -
 - Bullying
- Page 5 -
 - List of strategies
- Page 6 -
 - Biting
- Page 7 -
 - Sexual Behaviour

At the Gooseberry Bush Day Nursery we believe 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 play and learning without the fear of being hurt or hindered by anyone else.

The nursery aims to work towards a situation in which children can develop understanding of actions, according to British Values, and consequences to others and their own self-esteem, in an atmosphere of mutual respect and encouragement. Parents are informed and consulted from the very beginning as they will know their child better than anybody.

The nursery believes it is equally important to praise a child for good behaviour as it is to point out unacceptable behaviour.

Point of contact Jean Scoffin and Claire Buscombe

In order to achieve this in the nursery we will:

Adapt the rules governing the conduct of the group, and the behaviour of the children will be discussed and agreed within the nursery and explained to all newcomers, both children and adults - Golden rules

Ensure that the rules are applied consistently so that children have security of knowing what to expect and can build up useful habits of behaviour.

Model appropriate behaviour for children with regard to friendliness, care and courtesy

Adults in the nursery will praise and endorse desirable behaviour i.e. stickers, in the moment praise, etc.

The nursery will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour. Methods may include distraction and discussion.

When children behave in unkind ways the nursery recognises that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.

- The nursery also recognises that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common unkind or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

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Staff will use the following strategy when dealing with challenging behaviour:

- Staff will ask the child to stop (using Makaton sign if applicable)
- They will then continue to describe the preferred behaviour using positive language e.g. "Please walk rather than running"

Rough and tumble play

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 sign of hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing.

- The nursery recognises that rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'.
- The nursery will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt. (i.e Golden Rules)
- The nursery recognises that fantasy play also contains many violently dramatic strategies - blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour

At the nursery we take hurtful behaviour very seriously. Some children under the age of five will, at some stage, hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without the understanding of the feelings of the person whom they have hurt.

- The nursery will recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have not developed the cognitive means to do this for themselves.
- We understand that self management of intense emotions, especially of anger, happens and will offer support to these children.
- The offered support from staff includes calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the child be able to manage his or her own feelings.
- Our way of responding to pre-verbal children is to calm them through comforting and cuddling in-line with our "Handling and Touch Policy". Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- The nursery will help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. The staff will help young children develop pro-social behaviour, such as resolving conflict over who has the toy.
- All adults are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for children to learn, they will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- All adults support social skills through modelling behaviour, through activities, drama and stories. We build self esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour and possible solutions are that:
 - They do not feel securely attached to someone who can interpret and meet their needs - this may be in the home and it may also be in the setting; this in mind, special attention to the keyworker relationship will be addressed.

- Their parent/ carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger; sign post parents for parents groups.
- The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse; seek advice from MARU - please refer to "Safeguarding Policy" for more information.
- The child has a developmental condition that affects how they behave. Advice sought from SENDCo and other professionals - referrals will be made and individual strategies will be put in place.
- Where this does not work, we will support the child and family, making the appropriate referrals to Senior Locality SENCO team or other professionals i.e. play therapists where necessary.
- At the nursery any incidents will be recorded on a 'Cause of Concern Form' and kept in the appropriate file (Safeguarding Folder in Manager's Office, Incident Folder in Manager's Office, or SENDCo's Cause for Concerns Folder) on a need to know basis.

Bullying

At nursery we take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another.

If a child bullies another child or children:

- Adults show the children who have been bullied that we are able to listen to their concerns and act upon them;
- Adults intervene to stop the child who is bullying from harming the other child or children;
- Adults explain to the child doing the bullying why her/his behaviour is not acceptable;
- Adults to give reassurance to the child or children who have been bullied;
- Adults to help the child who has done the bullying to recognise the impact of their actions;
- To make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;

- At nursery we do not label children who bully as 'bullies';
- To recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
- To discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour if it becomes repetitive
- Adults will share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.
- To seek professional advice and skill to address unwanted behaviour.
- At the nursery any incidents will be recorded on a 'Cause of Concern Form' and kept in the appropriate file (Safeguarding Folder in Manager's Office, Incident Folder in Manager's Office, or SENDCo's Cause for Concerns Folder) on a need to know basis.

When children behave in unacceptable ways staff at the nursery will not use:

- Any form of physical punishment such as smacking or shaking to stop the behaviour
- Sending children out of the room by themselves
- Techniques intended to single out and humiliate children such as the naughty chair
- Shouting or rising of their voice's in a threatening way

Any of these actions could lead to gross misconduct and a risk of suitability of being a childcare worker.

List of strategies:

- Use of Traffic Lights
- Now & Then Boards
- Time In
- Use "Stop!" instead of "No!"
- Explain desirable behaviour
- Give parents a Behaviour Guide for Parents leaflet
- 'ABC' - staff to monitor and record circumstances of behaviour (see below).
 - Antecedent: What happened to cause the behaviour?
 - Behaviour: What the behaviour looked like?

- Consequences: What were the consequences of said behaviour?
- British Values Policy - provide us with a framework for modelling positive language, tone of voice, behaviour and expectations.

Biting:

The nursery recognises that small children, for a variety of reasons, and from time to time, attempt to bite other children. Children bite other children for many different reasons. A child might be teething or overly tired and frustrated. He/ she might be experimenting or trying to get the attention of staff or peers. Toddlers have limited verbal skills and are sometimes impulsive without a measured degree of self-control. Sometimes biting occurs for no apparent reason.

Due to the speed and randomness that with which biting can occur, it is not always possible to prevent these from happening.

Biting is part of a normal stage for young children who are teething and are still developing their language skills. It is usually a temporary condition that is most common between 13 and 24 months of age. This means that it is a particular concern for all staff in the toddler rooms.

However because of the danger this behaviour represents to other children, repeated biting in a group childcare setting cannot be tolerated and requires positive intervention on the part of both nursery staff and parents.

The nursery will encourage children to use alternative methods to biting if they become angry or frustrated. Staff members will maintain a close and constant supervision of the children at all times.

Under no circumstances will we use, agree to use physical punishment or threaten to use physical punishment on the child who bites, even if parent/carers request.

The following steps will be taken if a biting incident occurs at the nursery:

- Biting will be interrupted with a firm "Stop... we don't bite people!"
- The bitten child will be comforted immediately.
- Staff will remove the biter from the situation. The biter will be dealt with age appropriately which may involve either, a time-in or a distraction.
- The wound of the bitten child will be assessed and appropriate first aid action will be taken. If it is determined that there was a blood exposure further steps may need to be taken as determined by a Senior Nursery Nurse.
- The parents of both children will be notified of the biting incident. An appropriate form will be filled out. If a bite requires medical treatment, a copy

of the incident report may be given to the parent of the bitten child to pass on to their GP if requested.

- Confidentiality of all children involved will be maintained.
- The bitten area should continue to be observed by parents and staff for signs of infection.

In more serious cases, or where additional measures have been unsuccessful, the nursery may regretfully make an exclusion for the safety of staff and other children. This decision will only be taken in consultation with trustees, parents/carers and other professionals.

Sexual Behaviour

Although there are variations between individual children, children generally are curious and interested about their bodies and those of others, and explore their bodies through explorative sex play such as 'doctor,' 'house,' or 'mom and dad'. Because the genital areas are usually covered by clothing, interest in these areas may be heightened. For example children may engage in "peeking" games during visits to the toilet. Though the behaviour is at times misinterpreted, such games are generally considered to be normal in young children and not sexual in nature.

These can be opportunities for parents and staff to continue teaching accurate names for the genitals as many children at this age will have developed euphemisms for the genitals. This would be discussed with parents and how they would like their child to be taught. These interactions with parents, staff and children can also provide an opportunity to introduce the concept of privacy. Most people believe that before age 5, children need to learn that nudity and sexuality are not engaged in publicly.

At this stage, children tend to be curious not only about their own bodies, but about others' too. If the nursery or parent observes children playing doctor with another child around the same age, it's important to not overreact — to them it's just an innocent game (of course, if an older child or adult is involved, your concern would be legitimate).

When 'inappropriate' play has been observed all parents will be informed of their child's actions. Working with parents the nursery will discuss and/or monitor situations on an individual basis.

This policy was created by the GBDN on: 15/2/2019

Reviewed on:

Reviewed on:

Signed by the Manager, on behalf of GBDN: *C. Buscombe*