

Behaviour Management Policy

Dean Park Day Nursery will endeavour to create an atmosphere that encourages good and positive behaviour, we believe that children flourish best when they know how they are expected to behave, and gain respect through interaction with caring adults who show them respect and value their individual personalities.

Children need to have set boundaries of behaviour for their own and others safety. 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.

This policy will identify to staff a whole nursery approach to the management of children's behaviour, including development strategies to be used in response to negative behaviour, and to involving parents and carers where needed. We expect all members of our setting – children, parents, staff, volunteers and students– to keep to the guidelines, requiring these to be applied consistently. New staff and volunteers are familiarised with our behaviour management policy and its guidelines. We also work in partnership with children's parents and carers who are regularly informed about their child's behaviour.

The Behaviour Management Policy will provide staff with the guidance required to ensure a consistent and positive approach to children's behaviour. Within the nursery, staff will aim to provide positive role models for the children through their interactions with each other and the other children and will maintain a happy, caring, structured ethos, conducive to appropriate behaviour. Staff's expectations for children' behaviour should be high and, at all times, they should be led by example.

Staff should aim for children to learn to:

- Leave their parents/carers happily and with confidence.
- Participate in group activities and develop the skills of sharing and taking turns in their play.
- Ask for and be willing to receive help or advice from others.
- Follow simple instructions appropriate to their individual stage of development.
- Enjoy and respond to praise.
- Develop skills of concentration when involved in both self-initiated and adult-directed activities.
- Demonstrate good manners at all times.
- Show consideration and respect for the nursery equipment and resources, and for others belongings.

- Establish consistency in behavioural responses between home and nursery and when spending time with different adults.

Staff should:

- Recognise the individuality of all our children.
- Support each child in developing self-esteem, confidence and feelings of competence.
- Provide a key worker system enabling staff to build a strong and positive relationship with children and their families.
- Work in partnership with parents and carers by communicating openly.
- Praise children and acknowledge their positive actions and attitudes therefore ensuring that children see that we value and respect them.

By having a Behaviour Management Policy, staff working at Dean Park Day Nursery recognise that most children, at certain stages in their development, demonstrate behaviour that is generally considered negative. On occasion, children may demonstrate negative behaviour through physical responses such as biting or kicking, or may vocalise their displeasure, for example by swearing. Regardless of their behaviour, all staff are required to respond to children in a calm and positive manner.

When children behave in unwanted ways:

- Staff respond to unwanted behaviour in a manner, which matches the child's age, and behaviour. Various strategies used include:
 - Distraction and redirection to another area or activity
 - Removal of toys/resources and eye contact made to give a verbal reason as to why behaviour is unwanted
 - Restorative, for example asking child to address another child to help rebuild or give back resources
 - 'Reflection' is used when positive guidance fails. They should only sit on the reflection spot for about one minute per their age in years (two minutes for a two-year-old, three minutes for a three-year-old, for example). Before being reintroduced to the group, staff will get down to the child's eye level and explain what the child did and the consequences of that behaviour, for example another child has been hurt, something was unsafe etc. The staff will use visual prompts to help the child Reflection is intended to remove a child from a situation and then have time with an adult to address the behaviour. When used children will be placed on the reflection spot and never be on their own or removed from a room, just moved away from a situation/area so that staff can talk to the child.
 - Positive re-enforcement to children in close proximity displaying desired behaviour, this often prompts children to adjust their behaviour to gain praise.
- Staff will not raise their voices in a threatening way.

- Physical punishment such as smacking or shaking will never be used or threatened.
- Children should not be physically restrained, unless to prevent physical injury to children or adults and/or serious damage to property.
- Parents will be informed if their child is unkind to others or if their child has been upset.
- Parents may be asked to meet with staff to discuss their child's behaviour.
- Confidential records of persistent negative behaviour should be kept, parents will be asked to read and sign any entries concerning their child.

The staff within the nursery recognise that on occasion, young children may be the victim or perpetrator of bullying. Although it is hoped that such situation will occur infrequently children do need their own time and space, and it is not always appropriate to expect a child to share and it is also important to acknowledge children's feelings and to help them understand how others might be feeling. However, children must be encouraged to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour.

Bullying takes many forms, it may be physical, verbal or emotional, and it is the repeated behaviour that makes other people feel uncomfortable or threatened.

Staff should ensure sensitivity in their management of any child who bullies another. They should ensure that the inappropriateness of the behaviour and that of the consequences are made clear, taking account of the child's maturity and level of understanding.

Staff will receive support in developing positive strategies for responding to and managing children's behaviour from the Behaviour Management Designated Person, Maxine Fish.

Opportunities to develop staff knowledge of effective behaviour management through staff meetings and attending relevant training will be identified and used. The designated member of staff for behaviour management will update their training and knowledge regularly.

General Rules:

- we never call a child 'naughty' or 'bad'
- it's the child's negative behaviour we may disapprove of, never the child



Policy and Procedures

Biting Policy

In the setting we acknowledge that biting is a common behaviour among young children and it evokes a strong emotion in adults, both parents and educators. Biting is often very painful and frightening for the child who is bitten. It can also be very frightening for the child who bites. We recognise that the majority of children will learn not to bite in time and we are very clear, firm and calm when a child does bite and offer praise and warmth when they don't.

If an incident of biting does occur, the parents of both children will be informed of the event when we are aware of the incident. This will also be recorded on the FAMILY app for both children.

If your child has bitten another child, you should not bite them as a punishment. It sends a very confused message to your child.

We ask that you make us aware of any incidents of biting that have occurred outside of the setting as this will enable staff to be more prepared and vigilant and we can discuss a consistent approach together.

Reasons why children might bite:

Biting happens for different reasons with different children under different circumstances. The first step in learning to control it is to look at why it may be happening. Not all children bite out of anger or to hurt another child – young toddlers can't really understand how much pain they are causing.

Teething aside, children may bite for a number of reasons including:

Curiosity – toddlers and babies may bite as a sensory need or to see the reaction. It's impulsive and they don't mean to hurt. Often, a baby bites down on something when they're teething. Sometimes toddlers nip when they're over-excited.

Emotions – This can be frustration, stress, and feelings of lack of power or as a way of showing love. Biting can be a way of expressing their feelings.

Defending - Young children learn to bite as a defence, especially if they can't talk and will bite other children whenever they feel anxious or threatened. Sometimes changes or upsets at home can bring on this type of biting.

Seeking attention or control - Some children know biting is a way of getting others to do what they want or to gain attention. They don't always do this consciously. It may happen when a group of children are jostling to be leader or gain power. Biting is a good way of getting others to take notice, even if the attention gained is negative.

Copying – children who see another child or adult biting may think that this is a good idea.

When a child bites:

We use gesture, facial expression and appropriate age related vocabulary to reinforce the message that it is unwanted behaviour.

We will remain calm and firmly remove the child who bites away from the person (whether child or adult) whom they are biting.

We make it clear that it is the biting behaviour that we disapprove of - not the child and to reinforce this, positive behaviour will be encouraged and praised.

If a child persists with biting the setting will make a plan to monitor and support the child. Through monitoring and recording incidents we may identify particular triggers for the behaviour. Understanding why a child bites is key to beating the problem using this information will inform possible intervention strategies.

Within this plan we will regularly meet with the parent/carer of the biter to discuss underlying reasons and common strategies to ensure consistency between the home and nursery. Where necessary, permission will be sought from the parent/carer of the child to refer concerns and involve outside agencies and professionals.

Children who have been bitten will be attended to with first aid treatment where required, warmth and affection to reassure them.

Biting is always taken seriously and staff do their best to ensure that it is stopped as soon as possible.

We will not disclose to parents the name of the child who has bitten. It is unnecessary to know their identity

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