

NURSERY MANAGEMENT OF CHILDREN'S BEHAVIOUR POLICY

Staff use praise and encouragement to reinforce good behaviour. They lead by example showing courtesy and respect for others.

Providers must not threaten corporal punishment and must not use or threaten any punishment which could adversely affect a child's well-being.

What is corporal punishment on a child?

Corporal punishment, often referred to as physical punishment is anything done to cause pain or discomfort in response to a child's behaviour. Examples of physical punishment include hitting (one of the most common methods of physical punishment) slapping, pinching, or pulling.

Staff in the nursery must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, any early years provider who fails to meet these requirements commits an offence. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. Providers must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.

NB: Physical intervention is where practitioners use reasonable force to prevent children from injuring themselves or others or damaging property.

Good behaviour is rewarded in many ways, examples of this are verbal praise, sticker charts, 'happy hand stamps' and 'star of the week' certificates.

All children experience moments of challenging behaviour when they test the limits of nursery discipline and staff team work. A consistent approach throughout the nursery is vital and each situation should be dealt with individually using language and actions that are appropriate to the child's age and stage of development.

If a child's behaviour is unacceptable a member of staff needs to quickly assess the situation, ask for an explanation if appropriate and then consider the action to be taken. Staff do not use the word naughty instead they explain why the behaviour was not acceptable e.g. "Please don't throw sand because it's very dangerous and would hurt someone if it got in their eyes". They then need to explain what is acceptable e.g. "Keep the sand inside the tray and then everyone has fun and no one gets upset".

In most cases, explanation, reasoning and distraction are all that is needed to resolve the issue.

The nursery implements the 7 steps to behaviour management, to ensure that a consistent approach to behaviour is maintained throughout the nursery (please see below for guidance).

If a child's behaviour is putting either them or others at risk, they will be carefully removed from the situation to allow them time to calm down, or a staff member will remove the resources from the child, to allow them time to calm down. Alternatively, a staff member will sit with the child to allow them time to think about their choices. The child will be informed why they have been placed in time out and given a short period to reflect on their behaviour. They will return to the group once it is felt that it is appropriate to do so. In this instance, parents will be informed of the action taken when they collect their child, this will be done away from the group of children as is not the nursery's intention to humiliate or upset any child. Only one staff member will address the child's behaviour, there is no need for any other staff to revisit the situation at a later time.

In young children it is not uncommon for disruption to be caused by the inability to share toys/friends. To help resolve this issue, staff will do the following:

- Discuss the situation with the children and suggest that they share the toy by either playing together or perhaps taking turns
- Distract the child with an alternative activity
- Remove the toy in question
- Suggest a time limit on each child using the toy
- Remove the child from the situation

The above suggestions can offer some short term relief until the long term process of helping a child to share is tackled. Sharing can be one of the hardest lessons for any child but it also one of the first things they learn upon entering a group.

Biting is quite common among young children. It happens for different reasons with different children and under different circumstances. Infants and toddlers learn by touching, smelling, hearing and tasting, children this age do not always understand the difference between gnawing on a toy and biting someone.

Reasons for biting can range from teething, imitation, attention, affection or as a way of communicating a need.

Should a child be bitten whilst at the nursery, the following steps will be taken;

- The child will be comforted and the bite mark will be cooled with a cold compress.
- An accident form will be completed by a staff member and the details will be explained to the parent who will also be asked to sign to confirm that they are aware of what has happened.
- The child who has bitten will be removed from the situation and staff will use simple but firm words to inform the child this is not acceptable (e.g. “no biting”, “that’s not nice”).
- The child will be asked to say sorry, either verbally or physically.
- A ‘biting record’ sheet will be completed and the parents of the child who has bitten will be informed.

If the biting continues, parents will be invited to meet with the Nursery Manager to discuss ways of overcoming the unwanted behaviour. This may involve contacting the Area Inclusion Officer.

Repeated Disruptive Incidents

Key workers regularly observe and record children’s behaviour as part of their development and these records can be helpful in understanding why difficulties are occurring. As part of the action to resolve repeated incidents, extra observations may assist. During this time, staff will consider the following:

- What is happening?
- When does it happen, is there a pattern to a child’s behaviour e.g. more difficult behaviour before lunch etc?
- Is the same child a common denominator each time and if so, why might this be?
- What are the emotions involved e.g. anger, fear, excitement?
- Could the problem be resolved by dealing with these emotions?
- How do we cope in the meantime?

All incidents are recorded and staff are encouraged to discuss their concerns with their Team Leader who will also consult the Nursery Manager/Deputy if it is felt necessary. Staff will work closely with parents who will be kept fully informed of their child’s behaviour and will be involved in the resolution of the difficulty. Staff will ask parents about their child’s behaviour outside the nursery to determine whether there are any common occurrences. All discussions between team members and between staff and parents will be away from the children and within a private area of the nursery.

If difficulties persist for a prolonged period or it is felt that there are more serious concerns about a child's behaviour the Nursery Manager will arrange a meeting with the parents and the child's key worker to discuss this in detail. At this stage, parents may be encouraged to seek professional advice from their GP or Health Visitor. During this difficult time, the nursery will continue to fully support the family.

Exclusion from the nursery will only be used as a last result.

Any behaviour that causes a safeguarding concern will result in the termination of the contract with the nursery. This will be with immediate effect.

If you would like any further information about behaviour management, please speak to a member of staff.

7 steps to managing behaviour in the **BHFT nurseries**

1. Come down to the child's level. Ask the child to stop the unwanted behaviour and give a reason why (please be kind to your friend, as this behaviour is making your friend sad, or hurting your friend).
2. Give the child a clear warning that should the behaviour continue they will be required to sit in 'time out'.
3. Tell the child why they are going to be placed on time out.
4. Sit the child out for a short period, which is age and stage appropriate (maximum 2 minutes for 2 years, 3 minutes for 3 years and 4 minutes for 4 years)
5. Ask the child why they were placed in time out. Request that they address any other person that has been affected by their behaviour.
6. Offer the child a cuddle.
7. Praise the next good thing the child does.