

Behaviour Management Policy

Bell house Nursery aims to help children develop and grow in a happy, relaxed, and enjoyable environment. Members of staff are good role models for children showing good behaviour and drawing attention to friendliness, care, and courtesy. Positive and good behaviour from children is encouraged and always praised by the staff at Bell House Nursery. Children are treated as individuals and are encouraged in their play to always respect each other. No form of bullying is accepted at the Nursery, whether it is physical, harassment or name calling. When dealing with on-going behaviour issues they must be recorded as they need to monitor and reviewed. We encourage British Values which inspires mutual respect.

Principles for Behaviour Management

Here at Bell House, we follow the Early Years Foundation Stage (EYFS) framework, through this framework we ensure that all children are provided with a broad and balanced curriculum, regardless of their behaviour.

We believe that the following principles help to promote behaviour management. They are:

- Using the ethos of British Values and embedding them in our curriculum, along with the rooms Golden Rules
- When dealing with behaviour, we believe that it is not the child who is difficult but the behaviour which is challenging.
- The interests of the child are paramount.
- When managing children's behaviour, we respect their culture, ethnicity, religion, gender, age, understanding, language, specific needs, abilities, and gifts. We ensure that not only are the children respected but their parents and carers.
- We encourage appropriate behaviour through using positive reinforcements, we also assign the children responsibilities at transition times as this can be when behaviour that challenges is more apparent.
- We aim to work in partnership with parents when dealing with behaviour that is challenging by sharing our strategies and offering advice when required.

We will support your child in managing their behaviour by:

- Modelling good behaviour.
- Encouraging our children to behave sensibly and considerately.
- Sharing reasons for rules and asking children to join in rulemaking as appropriate.
- Giving children the security of clear, fair rules, which are applied in a consistent manner.
- Supporting our children in developing respect for themselves and others.

- Responding to the child rather than reacting to the emotion. A calm, positive, supportive approach from staff will aid emotional development and self-control.
- Encouraging children to understand why certain modes of behaviour are unacceptable and offering acceptable alternatives to resolving a situation.
- Encouraging children to use polite phrases and actions as part of social interaction.
- Through positive reinforcement as children respond better to the positive and this would encourage them to repeat the good behaviour.
- By distracting the child from their unwanted behaviour.
- We allow your child to take responsibility for any behaviour that challenges and offer in some instances for the child to make a choice regarding the behaviour that challenges and the response we require. The child is given two choices that relate to the positive behaviour required and encouraged to make a positive choice.

We will support you in managing your child's behaviour by:

- Working together with you, particularly in cases of prolonged behaviour that challenges.
- Offering support and advice.
- Researching and providing a wide range of written information regarding behaviour management approaches.
- Offering outreach support tailored individually for your family's needs.
- Providing methods to support behaviour management.
- Working with our SEND advisor and team to explore different strategies with challenging behaviour and applying for funding if the child required extra support.

Reflection Time

As part of our behaviour management strategy, we use 'Reflection Time' also known as 'Thinking Time' as a tool for children to reflect on behaviour that is challenging. The child is given an initial warning about the behaviour we want them to change, explaining to them calmly and clearly why this is not appropriate. If this fails, another warning will be given, explaining firmly that if the behaviour does not change they will be placed in reflection time. If the behaviour continues, reflection time may be used. Reflection time is used depending on the children's age and understanding, usually this will be around 2 years of age. There is no specific area which we use for reflection times. A child can be asked to sit anywhere in the room while they have some time to calm down, reflect and have a think. If the child is not sitting in safe area, you can ask the child to move to another area, or assist them with moving if they are reluctant to move independently, explaining the reason that they are moving. A staff member will explain to the child the reason why they need to sit and 'have a think', and encourage the child to let them know when they are ready to reflect and discuss their behaviour. The staff member will remain close by to the child throughout their reflection time. Reflection time is approximately for one minute for every year of the child's age. The staff

member can ask the child if they are ready to reflect/discuss after the appropriate amount of minutes. If the child decides they are still not ready, the staff member remains nearby, and frequently checks in every two or three minutes to see if the child is ready to reflect/discuss. Once the child is ready to reflect/discuss, the staff member will ask the child if they know the reason that they needed to sit down and have a think. Together, the staff member and the child will discuss the behaviour that was challenging and talk about an appropriate solution and reminded how to make a positive choice next time. The child will then be encouraged to join in and play with the provision available.

Physical Invention

Physical invention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children, or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical invention is used to manage a child's behaviour will be recorded and parents will be informed about it on the same day, and they will be asked to sign the document to state that they are aware the incident took place.

Monitoring Behaviour

When dealing with a behaviour that is challenging it is important to monitor why and when the behaviour is taking place. This is done using trigger charts. On these we document the following.

- Setting - what happened before the behaviour took place, the context, the situation at the time and when it happened.
- Trigger - what seemed to set the behaviour off:
- Action - exactly what the child did.
- Response - what happened because of the behaviour or what those around the child did next

From monitoring and documenting when certain behaviours happen the staff will be able to distract and redirect the child before the behaviour takes place. This will in turn encourage the child to show the appropriate behaviour. Children are encouraged to make choices; they are offered an alternative activity to participate in to distract from the challenging behaviour. This helps them to feel they are still in control of their emotions.

The staff may also fill out behaviour incident form to have a more detailed record of the incident.

Responsibility of designated person for behaviour management

- Ensure the behaviour management methods used are appropriate to child's

stage and development.

- Keep up to date with legislation, research and thinking on handling children's behaviour.
- Make available relevant sources of expertise on handling behaviour that challenges.
- Make sure there is stability and consistency amongst all staff on behavioural issues.
- Ensure that no staff member uses physical intervention unless necessary.

The designated person for behaviour management is Vicky Robinson

Restraint and Physical Control of Children Policy

A child may display behaviour which is well beyond acceptable boundaries, and which put themselves, other children, and staff at risk. The use of physical intervention is wherever possible avoided. However, where necessary and appropriate reasonable force will be used to control or restrain a child.

Physical restraint will only be used as a last resort when all other behaviour management strategies have failed.

Legal Context

In section 93 of the Education and Inspection Act 2006 stipulates that reasonable force may be used to prevent a child:

- Engaging in a behaviour prejudicial to maintaining good order and discipline at nursery.
- Self-injuring or causing injury to others
- Committing an offence
- Causing significant damage to property.

At Bell house we aim to:

- Create a warm, calm, and orderly atmosphere that promotes a sense of community.
- Achieve a consistent attitude by all staff that gives children a sense of security and safety whilst promoting clear expectations on acceptable behaviour.
- Ensure that all staff, children, and parents/carers understand their roles and responsibilities regarding behaviour management.
- Promote the continual development of staff and appropriate documented training.

The attitude and behaviour of all staff is essential in creating and maintaining a positive ethos within nursery. This committed team approach will help provide a positive role model for children where they respect themselves and others.

The training provided to staff centres on techniques that effectively manage anger and aggressive behaviour of children through positive non-physical based intervention where possible. Such techniques will deescalate situations and behaviours before physical intervention becomes necessary. In extreme cases where physical intervention may

become necessary, two staff members must be present and details of the incident and outcomes will be recorded by the end of the working day and retained within the child's file. Parents will be given details of the incident as soon as possible after it occurs with a copy of the behaviour incident form. We will inform the local authority of any significant injuries sustained by staff or children.

Where routine nursery management is not effective in dealing with the continued behaviour of a particular pupil a behaviour plan will be put into place (depending on age). This will be drawn up in consultation with the behaviour management leader, child's key worker, the SENCO, other relevant professionals, and parents/carers. Such plans will identify undesirable behaviour, potential triggers for such behaviour and the risks for the staff and children. It will also contain advice for staff for management of such situations. All relevant staff should be made aware of the content of such plans which are subject to regular review.

Biting Policy

Biting is common amongst young children, and it is one of the things that concern parents and carers the most. Biting is often very painful and frightening for the child who has been bitten. It can also be frightening for the child who bites because it upsets the child they have bitten.

At Bell house Nursery we want to ensure that every child is safe while in our care. Our nursery provides an environment that encourages and promotes cooperative interaction, respect for others and non-aggressive problem solving between the children. Biting is a normal stage of development for young children who are teething and are still developing their language skills. It is usually a temporary condition that is most common between thirteen and twenty-four months of age. This means that is a particular concern for the staff in the Butterflies and Bumblebees rooms.

For Health and Safety concerns, we take biting seriously. When it happens, it's very scary, frustrating, and stressful for children, parents, and practitioners. It is also not something to blame on the children, parents or practitioners and there are no quick and easy solutions to it. Children bite for a variety of reasons: simple sensory exploration, panic, crowding, seeking to be noticed or intense desire for a toy. Repeated biting becomes a pattern of learned behaviour that is often hard to extinguish because it does achieve results: the desired toy, excitement, attention. Knowing that the effect of their biting will hurt another person is not, yet part of the child's mind set, so the cause effect relationship is not internalized. Our staff plan activities and supervise carefully for biting not to happen. There are times however when there isn't someone in immediate reach to prevent a bite from happening, our policy for handling a biting incident is the following:

- The biter is immediately removed from the group with a firm NO THANK YOU. The bitten child is consoled, and the bitten area washed with soap and water. A cold compress will be applied to the area to reduce any swelling and bruising. The biter is talked to on a level he/she can understand, with 'Reflection Time' being implemented if deemed suitable then redirected in their play away from the child they bit.
- An incident form is completed for the child who has been bitten and parents are asked to sign on collection, and a written incident report is also completed so that the behaviour can be monitored and the parents of the child who bit is then also asked to sign this copy.
- We look intensively at the context of each biting incident for a pattern to prevent further biting behaviour.
- We work with each biting child on resolving conflict or frustration in an appropriate manner.
- We try to adapt the environment and work with parents to reduce any child stress.
- We make special efforts to protect potential victims.

We try to make every effort to extinguish the behaviour quickly and to balance our commitment to the family of the biting child to that of other families.

Rough and Tumble Play

We acknowledged the need to recognise rough and tumble play as distinct from inappropriate or aggressive behaviour. Television or films, which include superheroes, often influence young children or weapon play and they will mimic this behaviour through their play. We endorse the following strategies to manage this kind of play:

- Recognise that this is pro-social play rather than aggressive
- Set boundaries for the games to be set out in
- Use planning opportunities to discuss the concept of 'good' and 'bad'.
- Support the play to find alternative solutions to weapon play, exploring different scenarios.

Hurtful Behaviour

Very young children are 'egocentric' which means that they put their own feelings before others, and even the most considerate child will have the occasional outburst due to frustration, anger or over exuberance. We acknowledge that this is a developmental area that needs to be nurtured and supported and that very young children do not intentionally wish to cause hurt. If hurtful comments are made, our strategies are:

- To recognise that very young children are not always able to manage their own feelings and deliver them appropriately
- Assist in this management to support their biological and cognitive development.

- Offer support to both parties and to discuss the issues through play, story times and circle time activities.

Monitoring and Review

This policy is monitored regularly by the manager; this will be carried out by examining the nursery's onsite incident forms.

Abuse Against Staff

If at any time a child shows physical abuse or harm towards a member of staff, then the child will be given "reflection time". When the child calms down we will encourage the child to apologise to the member of staff.

The incident will be recorded and signed by the concerned member of staff with a second witnessed signature for evidence. These records are kept in the child's file. Parents will be informed about the child's inappropriate behaviour, and it will be explained that this type of behaviour is unacceptable at the Nursery. If the behaviour continues, then confidential records will be kept. A meeting would be held between the parents and the manager to decide appropriate action.

Reviewed by Amelia Pullen and Clare Hayes

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