



BEHAVIOUR MANAGEMENT

Purpose

Our nursery believes that children flourish best when they know how they are expected to behave. 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 always praised in an environment where children learn to respect themselves, other people, and their surroundings.

Policy

Children need to set boundaries of 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 in their own environment and those around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

We aim to:

- recognise the individuality of all our children
- encourage self-discipline, consideration for each other, our surroundings and property
- encourage children to participate in a wide range of group activities to enable them to develop their social skills
- 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
- encourage all staff working with the children to accept their responsibility for implementing the goals in the policy
- promote non-violence and encourage the children to deal with conflict peaceably
- provide a key carer system enabling staff to build a strong and positive relationship with children and their families
- have a named person who has overall responsibility for behaviour management.

The named person (Neelam Lath) will have the necessary skills to keep up to date with legislation and research and support changes to policies and procedures in the nursery; access relevant sources of expertise where required and act as a central information source for all involved; attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. A record will be kept of staff attendance at this training

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

Nursery rules are concerned with safety and care and respect for each other. Children who behave inappropriately by physically abusing another child or adult, or through verbal bullying, will be required to talk through these actions and apologise where appropriate. The child who has been upset will be comforted and the adult will confirm that the other child's behaviour is not acceptable. It is important to acknowledge when a child is feeling angry or upset and that it is the behaviour we are rejecting, not the child.



When children behave in unacceptable ways:

- physical punishment such as smacking or shaking will be neither used nor threatened in any event
- children will not be singled out or humiliated in any way. Staff within the nursery will redirect the children towards alternative activities. Discussions with children will take place, respecting their level of understanding and maturity
- staff will not raise their voices in a threatening way
- in any case of misbehaviour, it will always be made clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
- how a particular type of behaviour is handled will depend on the child's age, level of development and the circumstances surrounding the behaviour. It may involve the child being asked to talk and think about what he or she has done. It may also include the child apologising for their actions.
- parents will be informed if their child is unkind to others or if their child has been upset. In all cases, inappropriate behaviour will be dealt with in the nursery at the time. Parents may be asked to meet with staff to discuss their child's behaviour so that if there are any difficulties, we can work together to ensure consistency between their home and the nursery. In some cases, we may request additional advice and support from other professionals, such as an educational psychologist or child guidance counsellors
- children need to develop non-aggressive strategies to enable them to stand up for themselves so that adults and children listen to them, show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- confidential records will be kept on any negative behaviour that has taken place. Parents/carers will be informed and asked to read and sign any entries concerning their child
- if a child requires help to develop positive behaviour, every effort will be made to provide for their needs
- through a partnership with parents/carers and formal observations, staff will make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions an individual behaviour modification plan will be implemented (plan/form may be dependent on locality/LA)
- children will be distracted from the negative situation and supported in a different activity or environment, if necessary, for their own well-being and that of others in the group.
- if a child hits out or endangers themselves or other children/staff they may be carried appropriately (lifted around the body as gently and securely as possible, not dragged) and sat on a chair, close to an adult, for 'time out' while they calm down. The adult must talk calmly and reassuringly to them and explain at the appropriate level, why 'the behaviour' is not appropriate.
- any incident that happens that causes harm to another child/adult regarding behaviour must be recorded on an incident sheet and the parents informed that same day

By positively promoting good behaviour, valuing co-operation and a caring attitude we hope to ensure that children will develop as responsible members of society.

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.



Children must be encouraged to recognise that bullying, fighting, hurting and discriminatory 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. Any form of bullying is unacceptable and will be dealt with immediately. At our nursery, staff follow the guidelines below to enable them to deal with challenging behaviour:

- staff are encouraged to ensure that all children feel safe, happy and secure
- staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
- children need to be helped to understand that using aggression to get things is inappropriate and will be encouraged to resolve problems in other ways
- our staff are encouraged to adopt a policy of intervention when they think a child is being bullied, however mild or "harmless" it may seem
- the staff are ready to initiate games and activities with children when they feel play has become aggressive, both indoors and out
- any instance of bullying will be discussed fully with the parents of all involved, to look for a consistent resolution to the behaviour
- if any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only by co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the setting.

Physical Intervention

These are three main types of physical handling.

1. **Positive Handling** aids children with guidance such as how to hold a paintbrush, providing emotional support such as an arm around a distressed child and physical care such as first aid and toileting. Staff must always exercise appropriate care when using touch as there are some children for whom touch may be inappropriate. The staff will be aware of those children in their care for whom this is applicable.

2. **Physical Intervention** is a means to provide appropriate ways to ensure children's safety, including mechanical and environmental means such as locked doors

3. **Restrictive Physical Intervention** is when a member of staff uses physical force intentionally to restrict a child's movements against his or her will, such as holding a hand to guide the child away from harm, Physical Intervention to stop a child from injuring themselves, others, causing damage to property, or if there is a suspicion that they may be about to do any of the above.

Use of Restrictive Physical Handling

Restrictive Physical Handling should only ever be used to restore safety both for the child and for those around him or her. It must NEVER be used out of anger, as a punishment.

Restrictive Physical Handling will only be used if it is thought to be in the child's best interest. The child's needs are paramount. We aim to do all we can to avoid using any Restrictive Physical Intervention when dealing with a child whose behaviour is inappropriate.



We are aware that there are very occasional times when a child's behaviour presents a particular challenge and that a child may require physical handling if:

- Someone is hurting themselves or others
- Someone is damaging property
- There is a suspicion that, although injury, damage or other crime has not yet happened, it is about to happen
- The child is trying to leave the site and will be at risk if he/she does so (or if the child is trying to leave a group on an offsite outing).

If a child is demonstrating the above behaviour staff must:

- a) approach him or her in a calm manner giving him or her every chance to calm down. The child must be given time and space to calm down. This may require moving the rest of the group away to another area thus removing the 'audience' and any feeling of embarrassment.
- b) The child should be reassured that feeling angry is okay but being physical towards others or him/herself is not.

Before using any Restrictive Physical Intervention, the staff will consider whether the situation will be made worse by this decision. If this is the case staff must make the area safe and call for assistance from their Manager, or if the Manager is unavailable, from the setting's SENCo or their supervisor.

When children are in danger of hurting themselves, and others or causing significant damage to property, staff have a responsibility to intervene. In most cases this will involve an attempt to divert the child to another activity or a simple instruction to 'stop!' They will use a range of approaches such as humour, distraction, relocation and offering choices as a direct alternative to Restrictive Physical Intervention.

Any person using Restrictive Physical Intervention should do the following:

- Use the minimum force and as short as time as necessary
- Use an amount of force in proportion to the circumstances
- Alert a colleague of a distressed child as soon as he/she is aware of the situation, thus not having to manage the situation unaided
- Always keep calm
- Talk to the child giving him or her every opportunity to calm down
- As soon as the child is calm, release him or her carefully

Unless the situation is an emergency with immediate danger to the child or others you must discuss it with the Nursery Manager or a senior member of staff. The Manager or senior member of staff will decide the best possible solution, only advising physical intervention when other possibilities have been exhausted. Before physical intervention takes place, the Manager will consider the most appropriate member of staff to intervene; this may be the staff member who knows the child best and who has behaviour management training.

The member of staff chosen to restrain the child should:

- Aim for side-by-side contact with the child.
- Avoid positioning yourself in front (to reduce the risk of being kicked) or behind (to reduce the risk of allegations of sexual misconduct) the child.



- Aim for no gap between the adult's and child's body, when you are side by side. This minimises the risk of impact or damage.
- Aim to keep your back as straight as possible.
- Beware of head positioning, to avoid head butts from the child.
- Hold the child by long bones, i.e. avoid grasping at joints where pain and damage are more likely.
- Ensure there is no restriction to the child's ability to breathe. This means avoiding holding a child around the chest cavity or stomach.
- Avoid lifting the child

After an incident

- Once the child is carefully released do not question them immediately.
- Restrictive Physical Intervention is distressing to the child and he or she must be given support afterwards without recrimination.
- Check the child for physical injury, if possible, without causing further distress.
- Support will be given to all adults involved.
- Restrictive Physical Intervention is recorded on the [Incident form](#). This must be completed within 24 hours of the intervention taking place. You will need to provide accurate information if you do not complete it yourself.
- Parents should be given a copy of this form and a copy should be placed in the safeguarding file.
- Where possible the child's parents will be notified by phone or in-person when they collect their child. However, the incident will not be discussed in front of the child.
- It is important that you repair any damage done to your relationship with the child. If necessary, seek advice from your manager for assistance

If this is the second incident, we will form an individual behaviour plan (plan/form may be dependent on locality/LA) to help support the child which will outline the following.

- An understanding of what the child is trying to achieve or communicate through his or her behaviour.
- How the environment can be adapted to better meet the child's needs
- How the child can be taught and encouraged to use new more appropriate behaviours
- How the child can be rewarded when he or she makes progress
- How staff respond when a child's behaviour is challenging (responsive strategies)

If the child has an existing plan in place to help with his or her behaviour it must be reviewed and assessed to identify how it needs to be modified, if necessary. When initiating a plan or reviewing an existing plan to support a child who we know is likely to require some Restrictive Physical Intervention we will consider as many different viewpoints as possible. We will involve the child's parents/carers and any visiting support staff e.g. Area SENCo, health visitors and social workers. The outcome of any meetings will be recorded and shared with the child's parents/carers to confirm their knowledge of our planned approach. These plans will be reviewed at least once every four to six months, or more frequently if there are changes to the child's circumstances.

Name of setting SENCO: Moushmi Vora

Name of external support services available:



Associated Documents

- [Safeguarding policy](#)
- [Accident/Incident/Existing Injuries form](#)