

# Behaviour Policy

The Statutory Framework for the Early Years Foundation Stage (2019) says:

*The learning environment should provide balance across the areas of learning. Integral to this is an ethos that: • respects each child as an individual • values children's efforts, interests and purposes as instrumental to successful learning. (EYFS September 2019)*

*The section of the Childcare Register relating to this policy is: CR1.5*

## Promoting Positive Behaviour

The company seeks to develop relationships between Staff and children which display a high degree of mutual respect, care and understanding, responsibility, kindness, courtesy and consistency, cooperation and support. Staff that actively promote good behaviour are less likely to have to deal with negative or unwanted behaviour.

Children need boundaries, rules, limits and routines. Boundaries and rules need to be explained to children in a way that they will understand. Using pictorial posters of your room rules is an effective way to enable the younger children to understand and to be visually reminded. Rules should be recorded in the positive form (DO rather than DO NOT). It is important that the children, where possible, understand why the rules exist. "If you run indoors, you might knock someone over and that would hurt them and make them cry" for example. Children learn right from wrong when they know what they may and may not do.

Children need consistent rules. They will feel more confident and know how to behave and what is acceptable. Children who feel secure and valued because they are in a warm and caring environment are less likely to misbehave. Expectations need to be realistic to the age, understanding and ability of the child.

Staff should act as good role models; demonstrating good manners, saying "please" and "thank you", showing respect for their peers etc.

Each child should be provided with attention when possible and all their physical needs must be met. Staff should make time to actively listen to the children and acknowledge how they are feeling. Good behaviour should be praised and encouraged and children's efforts should be commented on, for example, "well done for helping to tidy the bricks away, Mia".

Strategies such as the "when and then" routine can be used when working with children, for example. "when you have put away the Lego, then we will have our Storytime, Charlie".

## Acknowledging feelings and encouraging Self-regulation

When a child is experiencing new or unfamiliar emotions for the first time, it's pretty scary.

You can help them to understand those emotions by acknowledging and validating what they're going through. It shows empathy and helps them to reinforce how they're feeling, which can help to develop the self-regulation they need.

Use phrases like 'I know that you're upset' or 'I can see that you're angry', and children will know that it's OK to feel how they feel.

Think how it must feel to a child who is constantly put through changes in their young lives. When you know that a child is going through a change or a transition, make sure you take the time to ask them about how they're feeling. If necessary, go through activities or stories that might help them to connect how they're feeling to the real world.

Problem-solving skills are all too easily left undeveloped when Staff step in too quickly to offer their own solution to a problem.

In general though, letting children have the time and space to deal with challenges and experiment with different approaches is crucial to developing key problem-solving skills. If necessary, you can step in with open-ended questions that might support their thought process.

Most importantly, proceed with praise and positivity, and let them know when they've done a good job. Your support will mean a lot to their developing confidence.

### **What is acceptable behaviour**

Everyone at Bright Kids is required to behave in a responsible manner both towards themselves and to others, showing consideration, courtesy and respect for other people's needs at all times. The ability to behave appropriately in different circumstances is an essential part of any child's education. Good behaviour in the setting is also necessary for effective teaching and learning to take place.

All children should:

- Be encouraged to keep their hands and feet to themselves and use kind words like "kind hands", "kind feet".
- Look at the adult and listen when he/she is talking, when appropriate. (ASD etc)
- Be polite, friendly/helpful.
- Use kind words and acceptable language.
- Respond immediately to NO or STOP
- Supported to carry out requests from adults immediately. (age and developmentally appropriate)
- Show respect for others, for themselves and for property.
- Always walk in the Nursery & Club, never run.

## Positive Reinforcement

By praising children and acknowledging their positive actions and attitudes we hope to ensure that children see that we do value and respect them.

Positive Reinforcement is “catching” a child doing something you want them to do and rewarding it. The child gets attention and reward as positive reinforcement for doing the right thing and will focus on repeating that behaviour.

Methods of reinforcing positive behaviour include:

- Verbal praise
- Record of achievement to parents
- Public display of children's work
- Choosing an activity or story
- Compliments and recognition;
- Smiles, hand-shakes, and high-fives;
- Being the practitioner's helper

## Understanding Why Children ‘Misbehave’

Practitioners need to understand why a child might be ‘misbehaving’. This is sometimes because their physical needs are not being met and can be easily rectified, for example, if a child is overtired allowing them an additional day time nap may be the answer. It may be because they are experiencing upset in their lives at home. This will require sensitive working with parents to provide the child with additional emotional support.

There is a difference between extension of play coupled with lack of supervision, and deliberate bad behaviour. For example, a child who has enjoyed water play in the morning who blocks a sink and is playing in the ensuing puddle, is not misbehaving but extending their play (after all they had been allowed to play in the water in the morning). Staff need to explain that the sink is not the place to play and redirect them appropriately rather than opting for a time out strategy. Staff need to take responsibility for effectively supervising children in an enabling environment. They should not blame the children for their own lack of supervision.

It may be necessary to observe the child over a period of time to discover why they are not behaving as you would like.

## Managing Unwanted Behaviour

We do not use any form of punishment that could have a negative impact on a child's well being, either physically or emotionally. We use a range of strategies to manage unwanted behaviour. These need to be age appropriate and can include the following techniques.

**Stop and Swap:** If a child is doing something inappropriate and/or harmful stop and swap with a similar activity that is appropriate, (e.g. If a child is hitting with equipment or showing aggressive behaviour – ‘Stop’ and replace with a fly swat and laminated pictures of bugs on a washing line.)

**Opportunities:** Children are given 3 opportunities and guidance to show appropriate behaviour.

**Talking:** Use the positive in all interactions with children (e.g. 'keep the sand in the sandpit' rather than 'don't throw sand'). Find out the reason for certain behaviour (e.g. 'Can you tell me why you wanted to hit Jane?' rather than 'Don't hit Jane'). Explain emotions (e.g. 'Sue felt sad when you hit her' rather than 'Don't hit Sue'). Explain the reason for doing things (e.g. 'If you run up the slide you might bump into someone coming down'). Move quietly to interact with children rather than call across the room or garden to intervene.

**Distraction:** used a lot with babies and young children. The practitioner gives the child another toy or activity to do so that they are no longer interested in what they were doing before.

**Ignoring:** used when the inappropriate behaviour is mild and not going to have an impact on others. Also used when a child is misbehaving to get attention. Ignore the bad behaviour and make a real fuss about the good behaviour, they will eventually understand that in order to gain your attention they need to behave.

**ABC (Antecedents, Behaviour and Consequence):** the member of staff makes detailed observations of the child. They need to record what happened before the unwanted behaviour took place, then the behaviour and what the consequences were for the child. This may help to build up a picture of why the child is misbehaving, for example, another child is constantly taking away their toy, they are misbehaving to get the attention of their key person when she is working with another child, etc. This will enable staff to work out strategies for dealing with the situation and hopefully prevent reoccurrences.

**Time out:** this involves removing the child from the situation and giving them time away. This can be used for them to calm down before they return to the activity. For older children it can be used to encourage them to reflect on what they have done and how this has hurt others. They should then be encouraged to apologise if possible to the hurt child.

### **Purpose of Time Out**

Time-out means time out from positive reinforcement (rewarding experiences). It is a procedure used to decrease undesirable behaviours. **At NO time should a time out be administered in a way to humiliate and demean a child.** The main principle of this procedure is to ensure that the individual in time-out is not able to receive any reinforcement for a particular period of time.

### **Time Out Area**

A child needs to be monitored and so the best time out area is to be sitting next to the staff member dealing with the undesirable behaviour.

### **Amount of Time Spent in Time Out**

A time out should be 1 minute long for each year of life. At Bright Kids we only use a time out for children 3 years and over.

## **Specifying Target Behaviours**

It is very important the child be aware of the behaviours that are targeted for reduction.

## **Procedures for Time Out**

Children are never isolated from the group or sat alone, time-out is used as a quiet reflection period to calm down only. Children are never deprived of food or comfort.

## **Being Consistent**

It is important that children do not become confused, so staff need to be consistent with rules. However, sometimes it may be necessary to show some flexibility with rules, in order to meet the individual needs of the children. For example, if a child is needing additional emotional support, maybe they are experiencing problems at home, they may find it harder to share toys that they have become attached to. Staff may decide to work around the rule about sharing and allow the child to hold onto a special toy. They will need to decide how this might impact on the other children and how they will resolve any issues that may arise.

Children who move from one room into another, for example, from the Discoverers room to the Investigators, may need additional support to understand the changes in expectations of their behaviour. Staff will need to explain these to them, using age appropriate language. Posters with pictures of the rules will help the children to remember what is good and what is unwanted behaviour.

## **Children with Special or Additional Needs**

Children with special needs, in particular those on the autistic spectrum disorder, often see the world very differently. They may struggle with communication, social interaction and any changes to their routine. This can all impact on their behaviour. Staff must learn about the child's needs, what triggers their challenging behaviour and the best methods of dealing with it. It is vital that the child's key person works in close partnership with the parents. This may result in the setting making some changes to the child's environment and putting different strategies in place.

Developing a greater understanding of the child's special needs will enable staff to feel more confident in handling what can sometimes be difficult situations.

## **Corporal Punishment**

Corporal punishment is defined as physical contact which is deliberately intended to punish a child, or which is primarily intended to cause pain or injury or humiliation. It includes smacking and rough handling as well as the use of a cane or other instrument to inflict pain.

The EYFS Safeguarding & Welfare requirements state that providers “*must not give corporal punishment*”. It also puts the onus on them to protect, as far as is possible, the children in their provision from being given corporal punishment from anyone else. If a practitioner is concerned that a child within their setting is being given corporal punishment they must discuss the matter with their Manager and if necessary follow the company's Safeguarding children procedures.

## **Restraint**

Staff will not use physical force to manage a child's behaviour. However, in some exceptional circumstances it may be necessary to restrain a child. They are when a child is at risk of causing:

- personal injury to themselves
- personal injury to another child or adult
- immediate danger of death to themselves
- immediate danger of death to another child or adult
- serious damage to property.

In these situations staff are permitted to physically restrain a child by holding them, until the immediate danger has passed. As soon as it is safe to do so they should be released. Staff need to treat the situation sensitively, explaining to the child, using age appropriate language why they were restrained. They may need to be reassured. Parents should be contacted as soon as possible and informed of the incident.

## **Bullying**

Bullying can take place even among quite young children. Children in the Out of School Clubs are encouraged to behave within the policy already stated. However, the setting realises that, once children enter school, bullying becomes an issue for many of them. Bullying at our setting, either verbal or physical will not be tolerated. If an incident is noticed and/or a complaint of bullying is made to a staff member by a child the Nursery Manager and Club Co-ordinator must both be informed immediately. They will then deal with this as above. It is our expectation that by dealing with incidents of this nature in a positive and caring manner we will endeavour to create an atmosphere that gives children a sense of security and well being.

Staff need to be clear on how they are going to support the child who is doing the bullying, reassure the child who has been bullied and work with parents and carers to resolve any underlying issues.

## **Biting**

Children bite for a variety of reasons. This may be because they are teething, frustrated, exploring using their mouth, asserting their independence, and wanting to gain control, maybe of a toy, or they could be stressed. It may also be because they want to gain attention. Biting can become a very sensitive issue, both for the parent of the biter and the parent of the bitten child.

Staff will encourage the children to "use their words" if they become angry or frustrated. The staff members will maintain a close and constant supervision of the children at all times.

Within the children's base rooms, staff are consistent in providing a stimulating environment and daily programme to help reduce the number of biting incidents that can occur especially with the toddler rooms.

Staff will provide access to teething toys; provide numerous sensory exploration activities, opportunities to explore cause and effect and offering toddlers options and alternatives to reduce frustrations.

In the event of a child being bitten, that child is immediately comforted and attention to the affected area is carried out by a first aid trained member of staff. The bitten area should continue to be observed by parents and staff for signs of infection.

The biter is told very firmly and in a firm voice that "It is not ok to bite, Biting hurts". The biter either verbally or with actions is asked to apologise to the child that has been bitten and then taken to another area of the room where no positive or negative attention is given for a few minutes, throughout this time an adult will be close by.

Consistent with our Confidentiality Policy, parents/carers are not told the name of the child who bit their child. Parents/Carers of the biter are informed of the incident and strategies are agreed between the practitioner and parent on ways forward to prevent further incidences of biting. Separate accident and incident documentation is required in the event of biting.

We recognize how upset parents/carers may be when they learn their child has been bitten; however, we also recognize that biting is a normal component of child development. We do recognise that even with the best strategies in place and all efforts made to prevent this happening they are bound to occur.

Sometimes it may be necessary to shadow a child who is biting for a day and provide suggestions for how to manage situations where the child might bite, for example, "Why don't you play with this toy while Melissa is playing with that one". It can be useful to identify situations **when** a child attempts to bite and **who** a child attempts to bite.

The child's key person must gather specific information about each incident:

- What time of day did the child bite?
- During what activity did the biting take place or was it between activities?
- ✓ Solution: Shadow the child and give warnings before transitions.
  
- Do you think the child was hungry?
- ✓ Solution: Think about changing snack time and offer crunchy foods.
  
- Do you think the child was thirsty?
- ✓ Solution: Offer water frequently.
  
- Do you think the child was angry?
- ✓ Solution: Help child learn words to use when angry.

- Do you think the child was feeling frustrated?
- ✓ Solution: Help child learn words to use when frustrated.
  
- Was the child fighting over a popular toy?
- ✓ Solution: Offer duplicates of popular toys.
  
- Do you think the child was feeling overcrowded or overwhelmed?
- ✓ Solution: Make a private space, rearrange space.
  
- Is the child facing important changes, toilet learning, moving to big bed, family stress, new baby in the family?
- ✓ Solution: Talk about these changes with the child, put feelings into words.
  
- Do you think the child is teething?
- ✓ Solution: Offer teething toys and frozen snacks.
  
- Was the child trying to kiss someone?
- ✓ Solution: Teach gentle kissing and hugging.
  
- Was the child seeking attention?
- ✓ Solution: Provide opportunities for the child to receive positive attention.
  
- Was the child testing for cause and effect?
- ✓ Solution: Provide toys and situations where the child can test cause and effect without hurting others

## **Working in Partnership with Parents**

It is important that the rules of the setting and the strategies used in your setting are shared with parents. Some parents may have different rules and behavioural expectations for their child at home. Whilst this can be confusing to young children, with additional support they can learn to know what is acceptable at home and what is acceptable in the setting.

Parents need to be informed if their child is demonstrating unwanted behaviour. The setting then needs to work in partnership with the parents to develop strategies to support the child, ensuring that they are consistent with rules and methods of dealing with the unwanted behaviour. Where appropriate an Incident Report (CC2.12) will be completed by the Room Leader and recorded on an Incident Report Tracker (CC2.13). This information must be monitored to identify any patterns in behaviour and used to inform a Behaviour Management Plan (CC2.14). Parents/Carers should be kept informed on how the child is progressing with the strategies in the setting and asked how they are working at home.

## **Cultural Views on Behaviour**

Our own personal views on what we find acceptable and unacceptable behaviour and how to manage it will largely reflect our own upbringing. This can vary greatly across cultures. Practitioners need to work with families whose views are very different from their own and the settings. They will need to show respect



for the parents' views and attitudes towards child rearing whilst explaining the policy and procedures of the setting.

### **Cultural Capital**

The starting point and experiences had by children prior to and during their time at nursery can have an impact upon how they view the world, and how the rules and boundaries fit in for them. It is important for all practitioners to recognise the cultural capital for all children, and to take this into account, and make sure that we are providing a curriculum that expands upon their current knowledge and skills, by providing activities and experiences that provide **Awe** and **Wonder**.

### **Training**

All staff need to be trained on managing behaviour.

### **Review of Policy**

This policy is reviewed annually

Review date – **March 2021**