

Contents:

Section 1	What is the specific information about this Policy?
Section 2	What are the aims and Policy Statement for this Policy?
Section 3	What does named person mean, what does the named person do and who are named staff?
Section 4	What is the parent's role?
Section 5	What is the practitioner's role?
Section 6	How and what training do practitioners receive?
Section 7	How does Nursery encourage positive behaviour?
Section 8	What does Nursery consider inappropriate behaviour?
Section 9	How common is biting and how does Nursery manage continual biting?
Section 10	What about derogatory remarks, prejudice and racism?
Section 11	Does bullying occur in Nursery and how is bullying dealt with?
Section 12	What is conflict management and why is conflict management useful?
Section 13	When may a child be excluded?
Section 14	What is a Behaviour Log?
Section 15	Where is Behaviour Review Form?

Section 1:

What is the specific information about this Policy?

Are there any other relevant policies?

All other policies are relevant but in particular the following are especially important:

- Staffing Policy – Policy 1
- Care, Learning and Play – Policy 3
- Toys, Resources and Equipment – Policy 5
- Covid-19 Policy – Policy 7a Some Covid-19 measures are still in place and can be found here: <https://www.children-first.info/media/2862/covid-19-policy-7a.pdf>
- Equality, Diversity and Inclusion – Policy 9
- Special Needs, Disability and Inclusion – Policy 10
- Parent Partnership Policy – Policy 12

**Policy 11:
Behaviour Management Policy
Updated: October 2022**

- Safeguarding Policy – Policy 13

The Fundamental British Values are at the core of this Policy.

What is the staff responsibility for this policy?

The Nursery Managers and Senior Management Team have responsibility for implementing this policy. All staff have a duty to implement this policy, and The Company Director oversees any issues.

Who does this policy apply to?

This policy applies to all members of the Nursery Community and other visitors.

Who is responsible for monitoring this policy and staff?

The Nursery Managers and Senior Management Team are DSL's and responsible for monitoring this policy. The senior member of staff on duty is responsible for the policy implementation. A Children-First (CF) Suitable Person, detailed in the Staffing Policy, will always be on site during Nursery opening hours. Should an emergency occur where this person is not available, the responsibility is with the next most senior staff member to contact the Company Director with all concerns. The CF Suitable Person status for all senior members of staff will be reviewed periodically through the appraisal process and training sessions to ensure suitability for the role. All staff who have contact with the children, whatever their designation, are responsible for implementing the policy. Temporary staff, students and those on probation must still abide by this policy, although their duties will be more restricted than permanent staff. Details of this will be in the Staffing Policy and later in this policy. The Company Director oversees monitoring of this Policy.

What is the procedure for Policy review?

This policy will be reviewed periodically. Reviews may be required as a result of research, training, statutory changes in childcare, the children's needs, parental consultation, professional advice, parents, or suggestions from courses attended by staff. The Company Director and the Nursery Managers are responsible for policy review.

What does the Nursery do if the law changes in any area?

Research and training into the changes will potentially result in review. The Nursery will follow all legal requirements at all times. It is the Nursery Manager's responsibility to ensure the correct action is discussed with the Company Director and then implemented accordingly

Section 2:

What are the aims of this Policy and the Policy Statement?

What are the aims of the Policy?

We aim to provide a happy, secure nursery, promoting positive behaviour where children know they are safe and cared for and where all children, staff and parents understand the behavioural expectations and the strategies that are required to secure and maintain a positive Nursery ethos. The EYFS 2021, states: 3.53 "providers are responsible for managing children's behaviour in an appropriate way" & 3.54.

What is the Policy statement?

We endorse this statement from the EYFS 2021: *'Every child deserves the best start in life and the support that enables them to fulfil their full potential. Children develop quickly in the early years and a child's experiences between birth and five have a major impact on their future life experiences. A secure, safe and happy childhood is important in its own right. Good parenting and high quality learning together provide the foundation children need to make the most of their abilities and*

Policy 11: Behaviour Management Policy

Updated: October 2022

talents as they grow up'.

Section 3:

Who are the named staff in each Nursery and what is their role?

What is a named person?

Each Nursery has a named person who acts as a Behaviour Lead or Behaviour Coordinator. The Nursery Manager supports the Behaviour Lead. You can find the named person for behaviour in your nursery displayed in the lobby.

What is the named Behaviour Coordinator's role?

The named person supports team members with behaviour and has specialist training. The named person can attend meetings with parents. The behaviour coordinator is available to support all practitioners with any behavioural queries or concerns. The behaviour coordinator will attend training courses and feed back to the team in team meetings. The behaviour coordinator is available to speak to parents and sit in on meetings to offer support and further strategies. The Behaviour Coordinator will liaise with the Local Authority to support children and families where needed.

Section 4:

What is the parent's and carer's role?

Parents must always be kept fully informed of any concerns regarding their children's behaviour. In cases where unacceptable behaviour is repetitive, strategies will be agreed with the parent to change the behaviour. Parents will always be asked to sign incident forms, behaviour log forms and behaviour review forms. In a very small minority of cases joint strategies will prove ineffective. At this stage the Behaviour Coordinator must liaise with the parent. Parents are always joint decision makers when strategies are being decided for behaviour management. Parents are always offered a meeting to discuss any contextual issues and anything happening at home. Parents can offer vital underlying information as to why the child is behaving in a certain way. If challenging behaviour has occurred during the child's day this should be discussed but parents must also receive positive feedback about their child's day. Parental suggestions concerning positive behaviour management are welcome.

How can parents support behaviour at home?

Parents adults (parents, carers and staff) should be good role models and lead by example and mirror the Nurseries golden rules at home for things such as sharing, being kind and using positive language. Parents and staff should use any strategies decided upon during meetings at home and reinforce these in the knowledge that we are always available to offer specific support. We welcome parents and carers working closely supporting children's behaviour and development in partnership with Nursery.

What if parents do not think there are concerns?

The Nursery Manager, Behaviour Coordinator and Key Person will meet with the parents to discuss incidents that have occurred and give suggestions for intervention. Usual, recorded observations and CCTV footage can be shared to ensure a parent has an understanding of the concerns. Parents and Nursery working in partnership and ensuring that the steps and rewards are reinforced in Nursery and at home. These will be reviewed as agreed in meetings and developed. In the event of the parents not supporting their child the Nursery Manager will meet with the parents to discuss the

**Policy 11:
Behaviour Management Policy
Updated: October 2022**

reasons for needing to work together and review strategies to support the child. There may be a need for the Nursery Director, and Nursery Coordinator to become involved to ensure parents understand that working together brings the best outcomes for children. Should the parents disagree, and in a situation where the child's behaviour is a significant detriment to other children, the nursery will see this as a breakdown of the relationship and partnership between the family and the Nursery. In these exceptionally rare circumstances, the Nursery reserves the right to terminate the child's attendance at Nursery. The Nursery will exhaust all efforts, such as reaching out to specialist professionals and reviewing further Behaviour Plans before making such a difficult decision.

What if nursery doesn't think there are concerns?

The Nursery Manager, Behaviour Coordinator and Key Person will meet with the parents to discuss incidents that have occurred and give suggestions for intervention. Usual, recorded, observations and CCTV footage can be shared to ensure all parties have an understanding of usual developmental behaviour, acceptable behaviour, staff knowledge and expertise in supporting children developing behaviour.

Section 5:

What is the practitioner's role?

Practitioner support children's behaviour in the following ways:

- Practitioners always promote a positive environment for the children.
- Practitioners have a secure understanding of children's development ages and stages, know what to expect as part of growing and changing development and know how to respond to different behaviours accordingly.
- Activities are provided for children that meet their current interests and keep them engaged in play.
- Resources will be provided to enable children not to have to take part in large amounts of waiting time.
- Activities that promote social skills such as sharing will be planned based on ages and stages of development.
- Practitioners model play skills, sharing resources and positive language throughout the day. Practitioners deploy themselves around the activities to support children's engagement and observe activities that children are drawn to and extend children's learning. Staff observe any boredom or frustration and step in to guide play as necessary
- Practitioners keep their voices calm at all time and never raise their voice.
- Provide positive reinforcement throughout the day and praise for good behaviour always.
- Always praise children's achievements social and emotional as well as academic.
- Encourage children to try and succeed, children make mistakes as a way of learning and building emotional resilience. We do want them to succeed in self-regulation and managing emotions.
- Always treat that child as an individual, rather than react to the behaviour. Practitioners locate themselves at various activities to support engagement and conflict resolution
- Always speak to the parents and carers to gain insights into the home life.
- Have regards to anything going on in the child's life.
- Offer children democracy and the opportunities to make choices and have a say.
- Have regard to children with SEND and EAL needs.
- Have a secure understanding of the behaviour management policies and procedures.

Section 6:

Policy 11: Behaviour Management Policy

Updated: October 2022

How and what training will practitioners receive?

What training will staff receive?

Staff can always approach the behaviour management coordinators, managers and nursery coordinators if they need support regarding a child's behaviour. Staff will receive behaviour management training in the following ways:

- Staff meetings,
- Induction, all staff follow a thorough induction process including familiarisation and opportunities for questions on the company policies.
- Training courses approved by the Nursery Director,
- Training from the local authority,
- Training from consultants,
- Training online from relevant providers.
- Training at the annual training day.

Section 7:

Encouraging positive behaviour

How do the team encourage positive behaviour?

New training and ideas are introduced at Nursery. Rewards are adjusted to meet the needs of the child or children. We rely on the following:

- Positive reinforcement.
- Staff being present and supportive at activities where children are
- Naming feelings and discussing them
- Positive language.
- Praise for positive behaviour
- Discussions about feelings and emotions.
- Be down at children's level.
- Be an active listener.
- Reward schemes for the children such as stickers and charts.
- Ensure the British Values are taught throughout the setting.
- Diversity and inclusion activities.

What behaviour management strategies does Nursery have?

- Getting down to the child's level.
- Discuss how the child is feeling.
- Discuss why a behaviour is inappropriate or not acceptable and it is not the child.
- Discuss with the behaviour management coordinator.
- Complete a behaviour log.
- Discuss with the parents.
- The Golden Rules,
- Discuss with the Local Authority when relevant.

How do we promote the British Values?

**Policy 11:
Behaviour Management Policy
Updated: October 2022**

<p>Democracy</p>	<ul style="list-style-type: none"> • Ensuring all children are treated equal and have equal rights. Please see our Equality Policy https://www.children-first.info/media/14340/equality-diveristy-and-inclusion-policy.pdf • Support and encourage children to make decisions
<p>Mutual respect and tolerance</p>	<ul style="list-style-type: none"> • Talk about how we want to be treated and how we will treat our friends. • Talk about feelings of individual children and their friends. • Celebrate all religious festivals and faiths. • Explore a range of multi-cultural resources and clothing. Practice sharing and turn taking as appropriate for age and stage of development
<p>Individual liberty</p>	<ul style="list-style-type: none"> • Supporting / encouraging children to develop self-confidence and self-awareness. • Supporting children to play based on their interests. • Discuss children's home life and family with them. Learning key words in children's home language and specific communication methods for children requiring this (e.g. MAKATON / PECS)
<p>The rule of law</p>	<ul style="list-style-type: none"> • Talk to children and involve them in developing the golden rules of the nursery. • Promote positive behaviour through positive reinforcement of positive behaviour. • Talk to children about their feelings. <p>Set and explain clear boundaries for children</p>

Section 8:

What does Nursery consider to be inappropriate behaviour and why does it occur?

Why does inappropriate behaviour occur?

Inappropriate behaviour can occur because of a variety of reasons. Inappropriate behaviour can occur between children but can also be directed at a member of staff. The following list of causes but there may be other causes:

- Normal development and learning boundaries,
- Curiosity to see what happens when.....
- Stress,
- Boredom,
- Unhappiness,

**Policy 11:
Behaviour Management Policy**

Updated: October 2022

- Wanting something and to meet an immediate need, it could be a toy another child has, food, drink or to go somewhere,
- Worries,
- Changes at home,
- Changes in the Nursery,
- Delay in language development,
- Abuse of any type,
- Food intolerances,
- Lack of sleep / poor sleep
- Special educational needs and disabilities,
- Experiences at home

What are the main definitions of inappropriate behaviour?

These are some types of inappropriate behaviour, but others may occur:

- Throwing,
- Hitting,
- Pinching,
- Scratching,
- Shoving,
- Grabbing,
- Pushing or pulling,
- Spitting,
- Biting,
- Punching,
- Snatching,
- Racism,
- Derogatory remarks,
- Bullying,

What is an ABC recording and how does it work?

A-B-C or ABC recording is a way of collecting information to help determine the function of a child's behaviour. It does this by breaking down your observations into three elements:

- **Antecedents (A):** what happened *directly before* the behaviour occurred.
- **Behaviour (B):** the specific action(s) or behaviour of interest.
- **Consequences (C):** what happened *directly after* the behaviour occurred.

Thinking of behaviour in these terms helps to understand *why* a child is behaving in a particular manner. This allows more meaningful interventions rather than just trying to prevent the behaviour itself.

How do we deal with this if ABC recording does not work?

Monitoring children and stepping in to intervene and redirect or engage children in an activity is a highly productive strategy to avoid inappropriate behaviour. However if it occurs the steps below are useful.

Step 1	Get down to the child's level.
Step 2	Turn to face the child and be ready to listen when asking what happened.
Step 3	Actively listen to the child's version of what happened.

**Policy 11:
Behaviour Management Policy
Updated: October 2022**

Step 4	Calmly let the child know that the behaviour is not okay.
Step 5	Support the child to engage in an activity of interest.
Step 6	Log the incident on a behaviour log form.
Step 7	Complete an incident report
Step 8	Call the parent to alert them, or both children's parents in some instances.
Step 9	Speak to the parent on collection or senior speak to the parent on collection.
Step 10	Arrange a meeting with the parents when needed.
Step 11	Agree Behaviour Plan and review date
Step 12	Review Behaviour Plan
Step 13	Source help from local authority.

Section 9:

How do we deal with one off instances of biting and continual biting?

How do we deal with biting?

Biting is common in children and there are many underlying reasons why children bite from teething to being frustrated. In any event of a child biting we follow our normal behaviour guidelines if it is a one off incident. An incident form will be completed for the biter and an accident for the child who has been bitten. We will always discuss this both parents and offer support.

What does Nursery do if biting is continuous?

The Nursery will log each bite onto the behaviour log form. There will be a meet with the parents to see if biting is occurring at home. A practitioner in the room will observe the child and look for any triggers to cause the biting. This will then be discussed with the parent in a behaviour meeting and a behaviour form will be completed together with the parent and behaviour management coordinator.

In rare cases we shadow a child to prevent further incidents occurring and consult Local Authority Advisors with parental consent. We are unable to share other children's details with parents in line with your confidentiality policy and data protection.

Section 10:

What about derogatory remarks or behaviour?

What is a derogatory comment?

A derogatory comment is one that is disrespectful or critical and can cause offence to the recipient of the comment. These can apply to personality, gender, ethnicity, sexual orientation, gender identity, race, appearance, family, or any aspect of a person's life or person's life choices.

How do we deal with derogatory comments?

A staff member will log down what was said by the child on a Behaviour Log Form and an incident form. We discuss the comments with the parents and the behaviour management coordinator. We will arrange a formal meeting with the parents to discuss where the child might've heard such remarks, and put actions in place to support the child both at nursery and at home and form a partnership approach. We plan a range of equality, inclusion and diversity activities for the children and celebrate this within the British Values.

How do we support the child who received the comments?

We support the child's wellbeing and discuss how they are feeling. We explore a range of activities that highlight how our similarities and differences make us unique. We complete an incident form and discuss with the parent so that they can monitor wellbeing at home.

How does the nursery deal with all types of discrimination?

The nursery has a zero-tolerance policy for any form of discrimination and prejudice. We plan and provide a range of activities and resources to support understanding and celebration of other races and cultures. In the event of an incident of racism, the nursery will follow its standard safeguarding practices to safeguard the children. These include recording the incident, reporting to the parents and planning to ensure these views are challenged with a range of multi-cultural and equality and diversity activities and learning activities developed from The Fundamental British Values. Progress will be monitored and the curriculum developed. Our policy can be seen here: <https://www.children-first.info/media/14340/equality-diversity-and-inclusion-policy.pdf>

Section 11:

What is bullying and how do we deal with bullying?

What do we define as bullying?

Nursery defines bullying as any child made to feel unhappy, belittled, humiliated or scared by anyone's words or actions.

How do we deal with bullying?

We deal with bullying by recording this on the behaviour log form and completing an incident form. We will always meet with parents individually to ensure we are providing the best support. The named Behaviour Management Coordinator will observe the children in the room and give the room leader and key persons support strategies to combat bullying. We will read a range of books and take part in activities regarding bullying and feelings and include lots of sharing activities. Parents work in partnership with us to support children and combat this both at nursery and at home. We understand young children are still developing awareness of consequences and the effect words can have, we use feelings approach to support children's understanding of feelings / emotions and the impact of them on others.

Section 12:

What is conflict and how is why is conflict management used?

How do we deal with conflict?

We deal with conflict by following these Conflict Resolution Steps:

- Approach the child calmly and with an open mind - Walk over and get down to the child's level.
- Acknowledge feelings - Say "I can see you're feeling hurt....cross..upset....angry....frustrated...tired,'
- Gather information from both sides - Say "What's the problem?" _____
- Restate the problem - Say "so the problem is..." _
- Ask for solutions and choose one together - Say "I wonder what we can do to solve the problem".
- Be ready to give follow-up support – Watch and support is available as and when required.

Section 13:

When may a child be excluded?

Exclusions are exceptionally rare and only occur if all other options have been explored. A child may be excluded from the nursery if they present a danger to themselves or others both physically or emotionally. The Nursery will always exhaust all forms of intervention first including;

- Behaviour logs,
- Behaviour Plans with support and rewards for the child,
- Meetings with parents or carers,
- Support from specialist professionals.

A child may also be excluded from the nursery if there is a breakdown in relationship with the family and we are no longer able to work in a harmonious partnership.

Section 14 - Behaviour Log Form

Child's name:	Date started:
DOB:	
Date:	
Description:	
Follow up actions:	
Date:	
Description:	
Follow up actions:	
Date:	
Description:	
Follow up actions:	

**Policy 11:
Behaviour Management Policy
Updated: October 2022**

Date:

Description:

Follow up actions:

**Policy 11:
Behaviour Management Policy
Updated: October 2022**

Section 15:

Behaviour Review Form:

Child's name:	Date:
DOB:	Present for the review:
Behaviour and discussion of behaviour:	
Agreed actions and resolutions:	
Planned review date:	
Signed by all present:	

