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**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
- Equality, Diversity and Inclusion – Policy 9
- Parent Partnership Policy – Policy 12
- Safeguarding Policy – Policy 13

**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

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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 child care, the children's needs, parental consultation, police 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, 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. We aim to fulfil the Welfare Requirements surround Behaviour Management "Children's behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs".

#### **What is the Policy statement?**

We endorse this statement from the EYFS: "*Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them*". Additionally, we also endorse the statement from Working Together to Safeguard Children which states "*the child's needs are paramount, and the needs and wishes of each child...should be put first, so that every child received the support they need*".

## **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.

#### **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 issues 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.

## **Section 4:**

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

Parents must always be kept fully informed of any concerns regarding 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

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discuss any underlying issues and anything happening at home. Parents can offer vital underlying information as to why the child is displaying inappropriate behaviour. 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. Parents are encouraged to receive a copy of this policy. We also send and require parents to abide by our policy. Parental suggestions concerning positive behaviour management are welcome.

### **Section 5:**

#### **What is the practitioner's role?**

Practitioner support children's behaviour in the following ways;

- Practitioners should always promote a positive environment for the children.
- Practitioners should have a secure understanding of children's development ages and stages and know how to respond to different behaviours accordingly.
- Activities should be 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 should model play skills, sharing resources and positive language throughout the day.
- Practitioners should 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.
- Encourage children to try and succeed.
- Always treat that child as an individual, rather than react to the behaviour.
- 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:**

#### **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:

- At staff meetings,
- At training courses approved by the Nursery Director,
- Training from the local authority,
- Training from consultants,
- Training online from relevant providers.

### **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.
- 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.

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- Ensure the British Values are taught throughout the setting.

**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.

**How do we promote the British Values?**

<b>Democracy</b>	<ul style="list-style-type: none"> <li>• Ensuring all children are treated equal and have equal rights.</li> <li>• Allow children to make decisions.</li> </ul>
<b>Mutual respect and tolerance</b>	<ul style="list-style-type: none"> <li>• Talk about how we want to be treated and how we will treat our friends.</li> <li>• Talk about feelings of individual children and their friends.</li> <li>• Celebrate all religious festivals and faiths.</li> <li>• Explore a range of multi-cultural resources and clothing.</li> </ul>
<b>Individual liberty</b>	<ul style="list-style-type: none"> <li>• Allowing children to develop self-confidence and self-awareness.</li> <li>• Allow children to play based on their interests.</li> <li>• Discuss children's home life and family with them.</li> </ul>
<b>The rule of law</b>	<ul style="list-style-type: none"> <li>• Talk to children about the golden rules of the nursery.</li> <li>• Promote positive behaviour through positive reinforcement of positive behaviour.</li> <li>• Talk to children about their feelings.</li> <li>• Set clear boundaries with children.</li> </ul>

**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
- 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
- Food intolerances
- Special educational needs and disabilities

**What are the main definitions of inappropriate behaviour?**

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

- Throwing
- Hitting
- Pinching

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- Scratching
- Shoving
- Grabbing
- Pushing or pulling
- Spitting
- Biting
- Punching
- Snatching

**How do we deal with this?**

<b>Step 1</b>	Get down to the child's level.
<b>Step 2</b>	Turn to face the child and be ready to listen when asking what happened.
<b>Step 3</b>	Actively listen to the child's version of what happened.
<b>Step 4</b>	Calmly let the child know that the behaviour is not okay.
<b>Step 5</b>	Support the child to engage in an activity of interest.
<b>Step 6</b>	Log the incident on a behaviour log form.
<b>Step 7</b>	Speak to the parent on collection or senior speak to the parent on collection.

**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.

**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, 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. We discuss the comments with the parents and the behaviour management coordinator. We plan a range of equality, inclusion and diversity activities for the children and celebrate this within the British Values.

**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 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. We will always meet with parents individually to ensure we are providing the best support. The named Behaviour Management

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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.

### 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 OR help you feel better?"
- Be ready to give follow-up support - Keep an eye out for what happens next ensure support is available as and when required.

### Section 13:

#### **What are prohibited actions and why do we have them?**

#### **Why does the Nursery have prohibited actions?**

Nursery has prohibited actions because they may break the law, Local Authority guidelines or be weak practice. These are subject to supervisions, disciplinary investigations, actions, or in some circumstances instant dismissal. The Staff Policy 1 has [further details](#).

#### **What does this Policy prohibit in Nursery?**

This Policy prohibits the following:

- Smacking, hitting and any form of physical punishment.
- The use of any type of physical force with children, unless it to protect them from danger or harm.
- Pushing, grabbing, shoving, dragging or moving children in any way against their will,
- The verbal threat of physical force as a deterrent,
- Shouting at a child,
- Bullying children as a form of discipline,
- Frightening children as a form of discipline,
- Humiliating children as a form of discipline,
- Derogatory remarks as a form of discipline.
- Direct, unnecessary and hurtful criticism.
- Using unusually disapproving looks in an aggressive or very punitive manner,
- Isolating a child or children after a behavioural concern
- Cruelty to a child or children, either physical or emotional,
- Withholding food or milk or drinks or forcing children to ingest anything a child doesn't want.
- Leaving a child to cry themselves to sleep,
- Not attending or comforting an upset or crying child,
- The use of inappropriate language by staff members in relation to a child's behaviour
- Lack of inclusivity in practice, due to a child's behaviour and lack of meeting all the needs of the children in Nursery.

**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:	
Date:	
Description:	
Follow up actions:	

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**Section 15 – Behavior Review Form**

Child's name:

Review date:

Behavior issue:	Ongoing issue: YES / No
Staff present:	Parent/career present:
Discussion:	
Agreed actions:	

Plan review date:

Staff sign:

Parent/Carer sign:



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