

**Statement of intent**

Our setting believes that children flourish best when their personal, social, and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

**Responsibilities**

Director	Review the effectiveness of this procedure. Provide advice, guidance, and training to managers
QA Manager	Provide advice and guidance on the implementation of this policy. To review this policy in 12 months' time.
Managers	Encourage and support staff in behaviour management at work. Ensure employees understand procedures for reporting issues.
Employees	Be aware of their actions and responsibilities and act in accordance with this policy whilst at work and whilst representing work.

**Aim**

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social, and emotional development.

**Methods**

Staff have attended additional needs training, with guidance to support children's behaviour. The manager oversees the needs of the children in the setting and ensure each child is being supported for their personal, social, and emotional development.

- The manager keeps up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
- Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social, and emotional development; and to
- Check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.
- We require all staff, volunteers, and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- Children follow set goals and boundaries.

- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers, and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using daily logs to help us to understand the cause and to decide jointly how to respond appropriately.

### **Strategies with children who engage in inconsiderate behaviour**

- We require all staff; volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways, which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence, and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our setting Manager and are recorded on a physical retrain form. The child's parent is informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

### **Children under three years**

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger, or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

## **Rough and tumble play, hurtful behaviour, and bullying**

Our procedure has been updated to provide additional focus on these kinds of inconsiderate behaviours.

### **Rough and tumble play and fantasy aggression**

Young children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies - blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

### **Hurtful behaviour**

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous, and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings, as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage, as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. 'Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? It made you feel angry, didn't it, and you hit him'.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. 'When you hit Adam, it hurt him, and he didn't like that, and it made him cry'.

- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. 'I can see you are feeling better now, and Adam isn't crying any more. Let us see if we can be friends and find another car, so you can both play with one.'
- We are aware that the same problem may happen over and over before skills such as sharing and turn taking develop. For both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama, and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together.
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a local authority early years support team where necessary.

### **Bullying**

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another.

Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

If a child bullies another child or children:

- We show the children who have been bullied that we are able to listen to their concerns and act upon them.
- We intervene to stop the child who is bullying from harming the other child or children.
- We explain to the child doing the bullying why her/his behaviour is not acceptable.
- We give reassurance to the child or children who have been bullied.
- We help the child who has done the bullying to recognise the impact of their actions.
- We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour.
- We do not label children who bully as 'bullies'.
- We recognise that children who bully may be experiencing bullying themselves or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others.
- We recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour.
- We discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and

- We share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

### **Control / Restraint**

- A qualified member of staff who has reason to be concerned about a child should act when a child harms or indicates an intention to harm themselves, others or property. Help should be summoned from colleagues, and staff members will work as a team to resolve the situation.
- The child should be approached calmly but firmly, and the consequences of the behaviour should be explained where possible. Communication with the child should continue throughout the incident. It should be made clear that the physical contact or restraint will stop as soon as it ceases to be necessary.
- Guidelines: All staff who are counted in staff ratios are authorised to use minimum physical restraint in certain limited situations.

Minimum physical restraint might be appropriate:

- Where there is a risk of injury
- Where there is a developing risk of injury
- Where there may be significant damage to property
- Where a child is behaving in a way that is compromising good order and safety within the setting.
- In self defence

The method of restraint must use the **minimum force** for the **minimum time**.

The degree of force must be in proportion to the circumstances of the incident, the seriousness of the behaviour or the consequences that may have resulted if not prevented.

Parent/carers will always be informed of such incidents and invited to discuss the matter in with the setting Manager. A Physical restraint form will be carried out in the event of force to control or restrain and will be signed by the parent/carer, staff member and senior manager.

In the event parents/carers are not satisfied with the handling of such incidents and after discussion with the Manager they are invited to put their complaint in writing to the Quality Assurance manager or company director and Ofsted.

### **Biting**

Biting is part of a child's development process and for younger children who are teething and still developing their verbal skills. It is not abnormal behaviour for younger babies and toddlers to bite, practitioners will support and offer advice to parents/carers who children are persistent biters.

- The steps to take if a biting incident occurs at Westside Day Nursery.
- The biting will be interrupted with a firm "No...we don't bite people"
- The bitten child will be comforted immediately
- The wound of the bitten child will be assessed and appropriate first aid action will be taken. If it is determined that there was a blood exposure further steps may need to be taken as determined by a manager or senior member of staff.

- Both sets of parents will be notified of the biting incident. An appropriate form will be filled out. If the bite requires medical treatment, a copy of the incident form may be copied for parent of the bitten child to present to a medical professional.
- Confidentiality of all children involved will be maintained.
- The bitten area should continue to be observed by parents and practitioners for any signs of infection.

### Staff training

Behaviour management training is covered in the 3 days SEND training; this information is cascaded back to the rest of the staff team. Other agencies attend the setting and offer support and guidance to deal with behaviour needs of children in the setting, again this is fed back to all staff.

History log:

Rev.no.	Date	Description of revised issues
1	30/11/2016	Initial Revision
2	01/11/2017	Reviewed in line with Ofsted Regulations No changes to content.
3	01/11/2018	No changes to content.
4	01/11/2019	No Changes to content.
5	01/11/2020	No changes to content.
6	01/08/2021	No changes to content.
7	01/08/2022	No changes to content.
8	01/08/2023	No changes to content.

This policy has been approved and authorised by:

Author	Approved By	Authorised By	Revision No.	Valid From
Vicky Gray	Vicky Gray	Sarah Russell	8	01/08/2023

This document has been electronically approved; hence it contains no signature(s).