Behaviour Management & Positive Behaviour Policy

1. Introduction

At Home from Home Nursery, we work with children to understand their own feelings, emotions and behaviour by using effective procedures that label emotions and do not draw attention to behaviour. We help children to understand in a gentle way how to interact with peers, manage emotions and solve conflict for themselves in age appropriate ways.

Home from Home ensures they remain up to date with the most current legislation, research and evidence based practice in relation to child development and education ensuring our behaviour management procedures provide the best possible outcomes for children.

Home from Home believes that understanding children's behaviour is always in relation in their attempts to communicate and explore the world around them, we therefore take a compassionate approach to all children's individual learning and behaviour.

2. Aim

We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment.

3. Contents

The following sections are included in this policy document:

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4. Procedure Management

We have named people who have overall responsibility for Behaviour Management, these are **Marcus Tidey & Annie Parkinson.**

We require the named person to:

- keep themselves up-to-date with legislation and research and thinking on handling children's behaviour;
- Access relevant sources of expertise on handling children's behaviour.
- Check that all employees have relevant in-service training on handling children's behaviour.

- Retain an open-minded approach and recognise that behaviour management may need to be adapted to support each child.

5. Defining Behaviour and Context

Children's behaviour is a function of their learning and development, and so it is reasonable to expect that their behaviour will vary depending on their environment, age, developmental stage and individual personality.

Many children in early years settings display challenging behaviour and it can often feel as a professional, every possible technique has been explored and all advice given has been followed. **However, there is always something which can be done to improve the situation it is just trial and error and patience to find the correct techniques to support the individual**.

It is always vital to remember that a child's behaviour is never personal or malicious so must be looked at from a neutral point of view by the adult, **no matter how "severe" the behaviour is considered to be.**

6. Responsibilities of Home from Home and requirements of employees

- We require all employees, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, respect, care and courtesy.
- We require all employees, volunteers and students to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's ages and stages of development – for example anticipation, distraction, praise and reward. **We expect all employees of Home from Home to follow the Positive Behaviour Management Procedure at all times.**
- Practitioners must **NEVER** give corporal punishment and anyone who fails to comply with this requirement, commits an offence and will be dismissed.
- We familiarise new employees, parents and volunteers with Home from Home's Behaviour Policy and its **Positive Behaviour Management Procedure (see section 8)**. We ask that these are read and understood and this is confirmed by a signature on the parent/ employees contract.
- Policies and Procedures are accessible at <u>all</u> times in the **office** and **staff room.** Parents and families at Home from Home can request to see the policy folders at any time.
- We expect all members of Home from Home – children, parents, employees, volunteers and students – to keep to the rules, requiring these to be applied consistently. We praise and endorse desirable behaviour such as kindness and willingness to share.
- We avoid creating situations in which children receive adult attention only in return for undesirable behaviour. Refer to **Positive Behaviour Management procedure** script below.
- We recognise that codes for interacting with other people vary between cultures and require employees to be aware of – and respect – those used by families of the Nursery.

7. Procedures for dealing with unwanted behaviour

- When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately, see **'Procedure for dealing with challenging behaviour'.** We then ensure appropriate forms are completed to TRACK the behaviour where necessary.
- Bullying involves the persistent physical or verbal abuse of another person. We take bullying very seriously. See **'Positive Behaviour Management Procedure'** on how to deal with scenarios. If a child is seeming to "target" another child continuously the SEN lead will come

to observe both children and create an intervention to support stopping the unwanted behaviour.

- We never send children out of the room by themselves.
- We do not use techniques intended to single out and humiliate individual children, if a child is clearly angry and distressed and putting themselves and others at risk, where possible we try and ensure other children are distracted and not observing the incident, practitioners will explain that 'child A is just having a little space and that they are fine'. We will support all the children to ensure they do not feel confused or distressed by any incidents. If a child is extremely distressed, we may take them to a preferred safe space, such as the sensory room, where they can release their frustrations on soft furnishings and have space away from others to diffuse the situation, this is not to be referred to or seen as a time out. **We do not exclude or time out children for any reason.**
- We only use physical restraints as a last resort, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Our aim is to support the child and ensure they are 'kept safe' we recognise that if a child is distressed, they may be unable to keep themselves from harm and endeavour to do this in a calm and caring manner. As a last resort if a child continues to be agitated and distressed and is injuring themselves and/or others we will remove them from the immediate area and find somewhere safe and quiet where they can have time and space to settle. 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 the parent and manager and are recorded on the child's Incident Form to indicate that all parties have been informed.
- We recognise that every child is different and understand the need to adapt our behaviour management procedure to each situation. Therefore, if a child requires a different approach to their behaviour this is agreed in a meeting with the nursery manager, key person and parents.
- 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 will then discuss this as senior team to implement any action plans to support understanding of minority groups and British values.
- We do not shout or raise our voices in a threatening way to respond to children's behaviour, we remain calm, use reassurance and a soft, gentle tone. An employee will stay with a distressed/agitated child at all times but will give them space and time to calm. We promote positive behaviour consistently using praise and encouragement.
- We never lose our temper, no matter how high stress the situation. If an employee finds they are unable to handle the situation calmly they must organise another employee to cover them.
- We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development. **See Positive Behaviour Management Procedure.**
- We work in partnership with children's parents. We encourage parents to read and understand the policies and welcome any comments. We understand that some parents may request alternative behaviour management techniques with their child and we will discuss this in a separate meeting with parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately.
- We work in conjunction with early years professionals who advise us on our behaviour management and update us on any developments and changes to legislation. Early Years

Advisors also offer support and guidance on any on-going specific behaviour management incidents/situations.

- Employees must always remember to **NEVER OVERREACT** to a particular child or behaviour as this will often increase the likelihood of the behaviour or the child showing more unwanted behaviour.
- All unwanted behaviour must be kept strictly confidential and **never discussed in front of any children.**
- Employees must never disclose the name, gender or any information that may identify a child to another parent when disclosing an incident. This is in line with our **Confidentiality Policy.**

Procedure for dealing with Challenging Behaviour

If a child harms another child/adult or children (physically or verbally) we follow these steps:

- We intervene to stop the child harming others.
- Immediate attention and comfort are given to the hurt child
- We explain to the child causing harm that the behaviour is inappropriate using language such as 'that's pushing/hitting/biting etc., pushing hurts ouch" or "look you friend is upset now, pushing/hitting/biting etc. has made your friend upset 'thus labelling the behaviour and not the child, as well as identifying the behaviour.
- We help the child who has caused upset to show that they are sorry for his/her actions, this can be shown verbally or physically i.e., modelling gentle hands, a hug, stroke (if the other child is comfortable with this) or where age/development appropriate the word 'sorry' or if the child is old enough asking questions such as "What can we do to make your friend feel better?"
- The hurt child is handed over to another employee for more reassurance and comfort.
- At pick up time the incident is discussed with the parent confidentially away from other children and families and an Incident form is signed. At this point, we make it clear to the parent that the incident has already been dealt with and encourage the parent not to chastise their child or bring up the incident in a negative manner whilst still at nursery. To facilitate this, where possible, we shall discuss the incident without the child present.
- With persistent challenging behaviour a meeting is arranged with the child's parents and we work together, if required with the support of our SEN lead, to agree behaviour management techniques. An action plan is developed with appropriate targets and the parents are encouraged to follow it through at home. We may also use ABC and STAR forms to assess triggers or reasons for behaviour.
- It is important for all employees to remember that unwanted behaviour is never personal, but a child trying to communicate something to another child or the adults around them. If an employee feels stressed whilst dealing with a situation of unwanted behaviour they should go to a senior team member and ask for them to take over.

If a child is agitated, distressed and putting themselves/others at risk

- Where possible if a child is clearly agitated and distressed their key person or person most familiar, will be asked to respond.
- The key person will assess the situation and decide how to support/manage the incident all dependant on the age/knowledge and understanding of the child.

- Employees will remain/calm at all times, giving reassurance and allowing the child time and space to calm down.
- If the key person feels able to effectively apply general behaviour management procedures, then all efforts to do so, should be put in place. However, if the child is visibly distressed and behaviour management techniques have not worked, where the child continues to put themselves/ others at risk a second employee will be called to observe and where necessary support.

<u>To prevent the child from causing injury to themselves/others</u>

- Employees will continue to reassure them in a gentle/supportive tone. If this is not effective and the chid is injuring themselves/others attempts will be made to remove all items in the immediate area to try and create a 'safe space'
- Where possible cushions or soft furnishings will be placed around the child to prevent further injury.
- In situations where the immediate area is small, confined and presents a risk and fixtures cannot be removed, as a last resort the decision will be made to try and move the child to an area deemed 'safer'.
- Firstly, an employee will try and encourage the child to independently travel to a 'safer area'. After repeated attempts have been made, if the child is not willing to do this and they continue causing injury to themselves/others an employee will try and move them. If necessary and safer for all involved a second employee will help lift the child to an area close-by that is safe. This will be done quickly, with constant reassurance and explanation to the child.
- If other children are in the immediate area, employees will explain 'not to worry and that they (child) are a little upset, but are being looked after'.
- Employees will use their experience and skills to identify when to 'step back' and will sit as close as they deem acceptable under the circumstances, offering support and comfort once the child is ready to accept.
- If repeated behaviour management strategies fail, attempts will be made to contact the parent who will be informed of the situation and asked how they would like us to proceed.
- This call will also be documented on the incident form.
- As a last resort if a child has been given space and persists in causing injury to themselves and others, in this situation the employee will restrain the child, with their body facing away from the adult, holding them whilst sat on the floor with their arms around them, holding their hands next to their own body and calmly reassuring them until they settle. Some children find it calming if the employee member gently rocks or gentle deep pressure massage, employees will recognise where this is appropriate.
- An incident form is completed and signed by all involved. It is discussed with and signed by the parents and they are asked to attend a meeting to discuss the way forward and create some action points.

<u>Sending a child home</u>

- There may be occasions where we have exhausted all behaviour management strategies and after discussion with the Nursery Manager, we feel it appropriate to explore the option of a child going home.
- This will be done where we feel a child is at risk of causing significant harm to others or themselves.

- This will be done as a last resort and we will discuss with parents why we feel this may be necessary. **This is not to be considered as an exclusion but an opportunity to stop the cycle of behaviour on that particular day, additional strategies will then be put in place before the child returns for their next session.**
- The wellbeing of all children at Home from Home is paramount and we would only take this step to ensure children are kept safe and children who may need a little time away from the setting receive this option.
- Parents will be invited to attend a meeting following this to discuss strategies moving forward.
- The employees will work hard to ensure all families are supported and that we put strategies and resources in place to help remedy the above.

8. Positive Behaviour Management Procedure

A vital part of the Behaviour Management Policy is to ensure that all employees fully understand the Positive Behaviour Management Procedure and implement it daily.

If an employee does not adhere to this policy or the positive behaviour management procedure this may be grounds for disciplinary action to take place.

Children often don't realise what they are doing is considered wrong. Home from Home will encourage the children, when age appropriate, to **"Use their words"** if they become angry or frustrated. The employees will support and engage with the children to provide close supervision. The safety of the children at our nursery is our primary concern.

Babies (6 months to 24 months)

At this age, babies are experimenting with touch, taste and many other senses. This may mean they can be a bit heavy-handed, pulling hair, pinching, or biting children or adults to explore the world around them. Whilst the consequences of these actions are not intentional, all behaviour should be treated the same and unwanted behaviour redirected.

If a child hits/pinches/pushes, the following should happen:

Always give all your attention to the child who is hurt first, ensuring they are comforted. No attention should be given to the child who has expressed the unwanted behaviour, no matter how severe. Once the child who is hurt is settled, we would say the following:
"That's pushing/pinching, pushing/pinching etc. hurts, ouch! (Model how this may hurt on yourself)".
Once you have modelled this and the behaviour has been dealt with, these phrases only need to be said once and not repeated.

The child should then be redirected with an activity to ensure they are engaged.
If unwanted behaviour continues look at the resources and activities in the room. Unwanted behaviour is always about communication, we just need to work out what they are communicating.

Toddlers (20 months-36 months)

At this age, toddlers are experimenting with boundaries and expressing their emotions through physical behaviours. This is also the stage where their emotions are developing rapidly and this can

be scary for a young toddler, causing tantrums and very physical behaviours.

We should always treat any behaviour the same, no matter how severe—biting, pushing, pinching and hitting are all the same to young toddlers. We should never pick up and remove the child who has expressed the unwanted behaviour unless they are at risk of severely harming themselves or others, which is very rare. As part of our pedagogy, we do not use time out, so children should not be made to sit away to exclude them. Rather, children should be redirected to a different activity. Always give all your attention to the child who has been hurt, and give no attention to the child who showed the behaviour.

"That was pushing/hitting/pinching. Pushing/hitting/pinching hurts! OUCH! (Showing that that hurts.)"
You would then model or sign **'gentle hands'**: left hand in front of you, palm down, and stroke the back of your palm gently twice.

Always get down to the child's level and attempt to make eye contact. If they don't look at you directly do not force it, the child may be nervous. If a child has good understanding and is closer to 2 then you may also include the following.

"Poor Fred." Model this behaviour with the child who has been hurt, perhaps even giving them a hug yourself.

These phrases should only be said once. If they are overused, children begin to switch off and not listen. Try to move away from words such as "No" "Don't" as children can see these and negative and do not listen. Depending on the age of the child, big phrases such as "We don't hurt our friends" can be too complex.

If the unwanted behaviour continues, consider the environment and the child—are they over- or under-stimulated? Are they tired, hungry, or unwell? With toddlers, they may be frustrated as they do not have the language to communicate their emotions or feelings.

Remember to praise wanted behaviours, **"Those were nice gentle hands, well done!"** or **"You're being so kind to Fred, well done!"**. The more you ignore the unwanted behaviour and praise the good behaviour, the more significant a message you send to the child, and the more improvements you will see!

<u>Pre-school children (3-5 years)</u>

Between ages 20 months – 36 months, children are going through vast and rapid developmental changes. These impact their emotional development and sometimes can cause them to regress, signaled by unwanted behaviour and tantrums. Sometimes their emotions get so big they actually become frightened: you may see a big tantrum as a child looking for attention or 'acting up', but for the child this communicates how they are feeling. We then have the responsibility to begin naming and identifying emotions, using a variety of communication methods.

Talk about the behaviour rather than the child, so the child does not internalise these behaviours as a reflection on themselves**. "Pinching/hitting makes Fred sad**" places the emphasis on the behaviour, not the child.

As children grow older (3+), they may have the language to begin conflict resolution. Continue to place the emphasis on the behaviour rather than the child but, depending on your knowledge of the child, you may be able to speak about the effects of the behaviour"

"That was hitting/pinching/pushing. Hitting/pinching/pushing has really hurt Fred, look he is crying/sad."

You may talk about:
"How would you feel if someone hit/pinched/pushed you?"
They may say something such as "I would be sad" or "It would hurt", and you might say **"Yes, you might feel sad/it would hurt, and you wouldn't like it".**
If the child does not respond or gives a reason you should model back that actually it would hurt.

You may also talk about how we can make that child feel better, but never force an apology. **"How can we make Fred feel better?"** A child may not want to do anything, which is fine, they may offer a hug, a stroke, a toy or may say sorry, whatever they deem appropriate. If the child does not respond, then as the adult you must model comfort and care.

Once you have followed this script you should not bring any of it up again, or repeat any phrases. The more attention you give to unwanted behaviours, the more they will arise.

If a child becomes upset or cross when you intervene and they lash out at you again, ignore the behaviour as you would if they hurt a child. After a short period explain, **"You hit/bit/pinched/push/threw something at me, that hurt. That hurt me, and made me upset /sad."** You should then model moving away and starting another activity, or engaging the child with a different activity.

If a child uses unkind language you may talk about how **"Those are unkind words. We use kind words when talking to each other."**

Always remember that behaviour is never personal, rather children in our setting are still very young and developing. They need our support and we need to maintain a calm and neutral presence so we can coach children effectively and allow them to develop well.
Always remember that once the behaviour is dealt, it should not be bought up again to employees, parents, or other children, when in front of the child. Forms should be completed and signed discretely. Ensure any children have the first aid they need. Don't hold the behaviours against the child, or treat them any differently. Keep an eye on the child but also keep your distance, don't shadow or overwhelm the child with your presence.

For support with biting refer to **Biting Policy.**

9. Review

This document will be reviewed annually or in line with any statutory changes or changes in procedure.

10. Version Control

Version	Date	Status	Comments	By
1	September 2019	Issued		Emma Corbin Mckenzie
2	January 2022	Reviewed		Cassie Jones
3	October 2023	Reviewed	Added Version control	Sophie Eade
4	February 2025	Reviewed	Added Amendments to age	Sophie Eade
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