

# Ramillies Hall Nursery

## Behaviour and Self-regulation Policy



### Introduction

At Ramillies Hall Nursery we seek to develop children's ability to self-regulate through the provision of positive role models and the development of children's ability to think through situations and make positive choices. We recognise that all behaviour represents a form of communication and particularly so in children at a pre-verbal stage of their development.

We believe that all children flourish best when they feel safe and secure and are aware of behaviour expectations and boundaries; we strive to achieve this by encouraging children through a positive behaviour management approach and by having clear boundaries and a consistent approach to managing behaviour.

### Our Commitment

*Safety and welfare requirements - Managing behaviour: Providers are responsible for managing children's behaviour in an appropriate way. Providers must not give corporal punishment to a child. Providers must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided.*

We recognise that young children are often unable to regulate their own emotions such as anger, fear or distress and require sensitive adults to support them with this. Staff adopt a calm and patient approach, offering comfort to intense emotions and supporting children to manage their own feelings.

The foundations for this are achieved across the nursery by placing an emphasis upon personal, social and emotional development. Through close and committed relationships we recognise the emotional needs of every individual child and support each child in developing self-esteem, confidence and feelings of competence. We support each child to develop a sense of belonging here at Ramillies which helps to ensure that children always feel valued and welcome.

Children are also encouraged to talk about their feelings and support is put into place to help them resolve issues and promote understanding. Praise, positive reinforcement and interactions with staff set a good example for children to observe and follow.

### Policy Statement

- All staff, volunteers and students use positive strategies for handling any unwanted behaviour or conflict by helping children find solutions in ways which are appropriate for their age and stage of development – for example distraction, praise and reward.
- We actively encourage and promote considerate behaviour such as kindness and willingness to share. For older children, positive behaviours are reinforced by the introduction of golden rules. Children are rewarded for keeping golden rules through a variety of ways e.g. stickers, certificates, being chosen to lead an activity, or having some "golden time" choosing an activity to do with an adult.

- We continually reflect upon our learning environments, for example ensuring that we have enough resources to avoid possible conflict and considering carefully the layout of our play spaces to ensure interruptions to children's play are minimised.
- Our older children are encouraged to explore and add to the rules and expectations within our early years department, this ensures that children are aware of what is expected of them and also that their voice and opinions are always valued.
- When children behave in inconsiderate ways, we help them to understand their feelings and those of others and how to cope with situations more appropriately.
- For younger children we use a 'distract and redirect' technique if we foresee possible conflict, for example a child is about to snatch an ambulance from another child, a practitioner might present the child with another ambulance or vehicle.
- On occasions it is appropriate for older children to be asked to sit out of a play situation for a short time to reflect on their behaviour, giving them time to calm down. Following this, practitioners will talk to the child about what has happened and help them to explore alternative ways of behaving to resolve a situation. Children are never sent out of a room or isolated.
- We encourage but **never** force children to say sorry to others to introduce the concept of this aspect of conflict resolution. In addition, staff support children to recognise why a particular behaviour is not appropriate and understand the feelings of others.
- When there is a dispute between children, staff help children to find a solution, for example "I can see that you both want a car, let's see if we can be friends and find another car, so you can both play with one."
- Staff do not shout or raise their voices in a threatening way to respond to children's behaviour, unless we believe the safety of the child is compromised in which case, a short sharp command such as "STOP" might be issued. This will be followed up by a supportive approach when the crisis is averted.
- We work in partnership with children's parents, informing them regularly about their children's behaviour and working with them to address recurring inconsiderate behaviour.
- Restrictive Physical Intervention is only ever used as a last resort and in strict accordance with our Physical Handling Policy. The incident is fully recorded and shared with the parents of the child involved.

## **Biting**

At Ramillies Hall Nursery, we recognise that although it is undesirable for a child to bite another individual it is a common and normal part of child development. We also recognise that an incident of biting can cause distress to all involved. We aim to minimise incidences of biting by careful and considered behaviour management, and to ensure that all incidents are dealt with efficiently and sensitively, with consideration given to reducing the risk of further incidences.

Children may bite for any of the following reasons;

- **Sensory Exploration-** Babies and toddlers learn by using all their senses. The ‘oral mode’ is an important style of learning for young children.
- **Teething-** Children begin teething around the age of 4 – 7 months. Swelling gums can cause a great deal of discomfort. Chewing on something relieves the ache and stops the pain momentarily, sometimes the object they chew is a real person. Children at this age do not understand the difference between chewing on a person or a toy.
- **Cause and Effect-** At around the age of 12 months, babies become interested in finding out what happens when they do something (cause and effect) e.g when they bang a toy on the table, they discover it makes a loud sound. Biting causes an adult response and attention immediately.
- **Attention** – Older children may bite to get attention.
- **Imitation**– Toddlers love to imitate others, they watch their peers and try to do what they do as this is how they learn things.
- **Independence-** toddlers like to be independent, “mine” or “me do it” are favourite words to do things independently, making choices and needing control over a situation are part of growing up. Biting is a powerful way to control others.
- **Self Assertion-** This is probably the most common reason toddlers bite. It is a way to express frustration when they do not yet have alternative communication skills to do so.

Within the Nursery setting staff provide a stimulating environment and daily activities to help reduce the number of biting incidents. We provide access to teething toys, sensory activities and opportunities to explore cause and effect to help reduce frustrations.

When a child either bites another child or staff member at nursery the following methods are used to manage the situation.

- The child who had received the bite will be comforted and attention to the affected area carried out by a trained first aider in accordance with advice received on the most recent first aid training.
- An incident form must be completed by the member of staff who witnessed the incident and signed by their Parents/carers on collection of the child who will be advised to seek medical advice.
- To preserve confidentiality and avoid possible conflict the name of the child who caused the bite should not be revealed to the parents.
- The response to the child who has bitten should be appropriate to the age and stage of development of the child and in accordance with our Behaviour Management policy
- The incident will be discussed with parents, to determine whether this is an unusual occurrence or one which is an ongoing issue.
- If biting is an ongoing issue for this child, then the child’s Key Person will discuss possible behaviour strategies with the parents / carers and these will be shared with other practitioners working with the child.
- To maintain confidentiality and avoid possible conflict the name of the child should not be revealed to other parents including those of the child who received the bite.
- Any discussions of this nature should be carried out sensitively and privately.

## **Hurtful and bullying behaviour**

- We take hurtful and bullying behaviour very seriously; most young children will at some point say something hurtful to another child and for children under five hurtful behaviour is often

momentary, spontaneous and without cognisance of the feelings of the person whom they have hurt.

- We support children to understand the feelings of others and help to develop empathy by pointing out the impact of their actions on those around them.
- Bullying involves persistent physical or verbal abuse of another child or children, it is characterised by intent to hurt and is accompanied by an awareness of the impact of the behaviour. It is rare in children under the age of five as at this age children generally lack the cognitive ability to carry out premeditated intent to cause distress to others.
- If we are concerned that hurtful behaviour is becoming a persistent habit for a child we would work in partnership with parents/carers to identify the possible causes and solutions.
- No child is ever labelled as a “bully” or referred to as a “Naughty” child.

## **Rough and Tumble play**

Young children often engage in play that has aggressive themes such as superhero or ‘weapon’ type play and whilst this type of play can appear to be aggressive and hurtful at times, this type of play allows children to explore their emotions and act out roles in safe relationships with their peers.

- We recognise that this type of play however can lead to inconsiderate behaviour and steps will be taken as stated above to resolve conflict. Staff will also observe, engage and redirect this play if necessary, for example redirecting the play to have a rescuing or helping focus.
- We also recognise that this type of play can contain violently dramatic themes such as blowing things up and shooting each other, this is often the way in which children explore concepts of good, bad, right and wrong and can be turned into valuable teaching and learning opportunities.
- As childcare providers we are subject to a duty under section 26 of the Counter Terrorism Act 2015 (the Prevent Duty) to prevent and report any suspected radicalisation of children. Actions will be taken against any behaviour within play that is deemed as ‘not the norm’ or raises concerns with staff.

## **Prolonged inconsiderate behaviour**

If inconsiderate behaviour starts to become persistent and problematic we will work in partnership with parents/carers to identify possible causes, triggers and solutions.

We recognise that all behaviour is a form of communication and a product of how a child is feeling at that time; therefore we strive to understand and support these feelings through positive close relationships and attachments.

The child’s key person will work in partnership with parents/carers to ensure that the child’s needs are being met, this is particularly important in regards to children with SEND or EAL.

The key person will conduct more observations to identify possible triggers or patterns, using ABCC forms and these will be shared with parents/carers and possible solutions will then be discussed and outlined.

(ABCC forms are used to record incidents of unwanted behaviour, what happened before the incident (antecedents), what the behaviour was and what the consequences are. We also consider what the child was trying to communicate through the behaviour.

If a parent has a concern about a child's behaviour or about Practitioners' management of behaviour, this should be raised in the first instance with the child's Key Person, or if this is not appropriate, then the Department Lead. Parents are also invited to discuss the matter with the Nursery Manager.

The members of staff with responsibility for overseeing this Policy on Behaviour Management are the Nursery Manager and the Deputy Nursery Manager.

**Related Policies:** Inclusion and Equality, Safeguarding, Parent Partnership, SEND, First Aid

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Signed by Manager	
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