



# Abbey Wood Grange Day Nursery

## Behaviour Management Policy

Our appointed person for Behaviour Management at Abbey Wood Grange is Michelle Escuin.

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

In order to achieve this:

- Rules governing the conduct of the group and the behaviour of the children will be discussed and agreed with the Nursery and explained to all newcomers, both children and adults.
- All adults in the Nursery will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- All adults will try to provide a positive model for the children with regard to friendliness, care and courtesy.
- Adults in the Nursery will praise and endorse desirable behaviour such as kindness and willingness to share.
- We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- Negative behaviour - Most children at certain stages of development demonstrate behaviour that is negative. Children may demonstrate negative behaviour verbally or physically eg. Biting/ swearing. We recognise that children may display negative behaviour due to the fact that they are still exploring their emotions and understanding of what is socially accepted.

When children behave in unacceptable/ negative ways:

- Physical punishment, such as smacking or shaking, will be neither used nor threatened.
- Children will never be sent out of the room by themselves.
- Techniques intended to single out and humiliate individual children such as the "naughty chair" will not be used.
- Children who misbehave will be given one-to-one adult support in seeing what was wrong and working towards a better pattern.
- Where appropriate this might be achieved by a period of "time out" with an adult.

- In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.
- In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.
- Adults will not shout, or raise their voices in a threatening way.
- Adults in the Nursery will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.
- If behaviour results in an injury to another child/adult eg. a bite or damage to property the incident should be recorded in the accident / incident book.
- Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.
- Recurring problems will be tackled by the Nursery, in partnership with the child's parents, using objective observation records to establish an understanding of the cause. Parents will be invited to a meeting and an appropriate action plan will be decided together. If the situation persists, outside agencies may be contacted to offer constructive, confidential advice. If the situation is still unresolved the nursery may request for temporary suspension or termination of the child's attendance.
- Adults will be aware that some kinds of behaviour may arise from a child's special needs.
- Staff training - The designated person for behaviour management should update their training regularly and inform the nursery team of any developments.

Part of the role of the nursery is to keep records. If a child shows changes in behaviour or a serious incident occurs – for example, one child biting another – this needs to be recorded. Records of behaviour should include the date, time and type of incident, along with how it was handled. If there were any injuries as a result of the behaviour, the accident book should be used.

All written records are classed as confidential and should be filed away safely. Parents should always be informed if a child's behaviour is giving concern. Involving the parents is important, as they may be having difficulties at home or they may have an idea of why there has been a change in the behaviour.

Common changes that affect children include:

- Divorce and separation of parents
- Re-marriage of one parent
- Moving house
- New baby in the family
- Death or illness in the family
- Change of class or school
- Having a new carer – e.g. nanny

Common techniques used to promote children's behaviour are:

<b>No!</b>	This single word can often stop inappropriate behaviour, especially if you make eye contact with the child. It is important not to overuse this word; otherwise it will lose its impact. Also you should make sure that when it is said children are not allowed to carry on with their behaviour.
<b>Distraction</b>	This technique is particularly effective with younger children. The aim is to take their attention away from whatever is causing the difficulty – e.g. if the child wants another child's toy, he could be offered another toy instead. Older children may have to be distracted if the reason they are showing inappropriate behaviour is because they are bored e.g. a group of children waiting for a story or activity might need distracting by singing some rhymes or asking them to play a simple game such as I Spy.
<b>Explanation</b>	Older children can often be stopped from misbehaving simply by explaining why their behaviour is not appropriate e.g. "If you carry on doing that you could break a window or hurt someone." You could also explain the possible consequences if they do not stop their actions – e.g. "I'll have to take the ball away".
<b>Facial expressions and body language</b>	Many carers are able to control children's behaviour merely by giving them a "look". This is an effective way to manage children's behaviour as it shows that you are calm and in control. Once children have understood that you are unhappy and they start to behave more appropriately, you can praise them.
<b>Removal of equipment</b>	Removing equipment should be a final measure to be used if children are damaging equipment or are likely to hurt themselves. It is important to explain to children why the equipment is being removed.
<b>Time out</b>	Some older children respond well to being removed from the situation that is causing them difficulty. Time out should not be used as a punishment, otherwise children are likely to feel excluded and this will increase the likelihood of further problems in the future. Never leave children by themselves but, if necessary, sit away from them so they have their own space.

### **Action plan for when a child is hurt by another child**

Always attend to the child who has been hurt. Give the child lots of cuddles and reassurance.

Make sure the child is okay whilst the child who displayed the negative behaviour is watching.

Ignore the child who displayed the negative behaviour towards the other child.

## **Biting in the Childcare Setting**

It is normal for infants and toddlers to put their mouths on people and toys and for many two-year-olds to try biting, but most children do not continue after the age of three. Biting tends to be more common during the late summer and early autumn months when children are wearing lighter clothing (and the children can actually see skin to bite). Children bite for many different reasons; and if you watch carefully, you will have a better idea what to do about it. When you know why a child is biting others, it will be easier to prevent the biting and maintain a positive caring relationship with children and families.

- Watch to see when and where biting happens, who is involved, what the child experiences, and what happens before and after.
- Ask yourself why the child bites others. Is there a pattern to the situations--places, times or other children involved when biting occurs? Can you spot frustration developing in a child just before he or she bites? If you intervene when the child is frustrated, can you avoid biting? What do you know about the biting child that might be making this happen? Do you know of any changes in the child's health, family or home life that might be causing him or her to bite?
- Teach gentle, positive ways to handle the child's feelings and needs.

### **What can be done when biting occurs?**

- Step in immediately between the child who bit and the bitten child. Stay calm; do not overreact, yell or give a lengthy explanation.
- Talk briefly to the child who bit. Use your tone of voice and expression to show that biting is not okay. Look into the child's eyes and speak calmly but firmly. Say, "I do not like it when you bite people." For a child with more limited language, just say "No biting people." You can point out how the biter's behaviour affected the other child by saying "You hurt him and he is crying."
- Help the child who was bitten. Comfort the child and apply first aid. If the skin is broken, wash the wound with warm water and soap. Observe precautions if there is bleeding (see "Dealing with spillages of blood"). Apply an ice pack or cool cloth to help prevent swelling. Encourage the child who was bitten to tell the biter "You hurt me."
- Encourage the child who bit to help the other child by helping apply an ice pack or giving a gentle touch or hug.
- Tell other staff about the incident.
- Talk to the parents of any children who were involved. Let them know what happened, but do not name or label the child who bit. Recommend that the bitten child should see a doctor if the skin is broken or there are any signs of infection (redness or swelling). Reassure them by explaining how the incident was handled, and involve the parents in planning how to prevent and handle future biting.

### **What if the biting continues after several weeks?**

- If the biting keeps happening, you will need to take extra steps.

- Meet with parents of the child who is biting; discuss possible reasons and plan together to change the biting behaviour.
- Have one designated person stay with the child to carry out the plan you have made with the parents. This person will work on teaching the child that there are better ways to cope than biting and will give positive attention for acceptable social behaviour. For example, "I am glad you asked her not to take your toy."
- When the child bites, use the steps listed above and take the child out of the area where the biting took place. Tell the child he or she cannot play in the area where the biting took place for a while and redirect him or her to other activities.
- If the child continues biting or does not seem to care about the consequences, seek professional help and/or explore the possibility that the child needs a childcare setting with fewer children and more one-on-one adult attention. Older preschoolers who continue to bite should be referred for more assessment and help.

### **What can Abbey Wood Grange do to handle biting?**

- Tell parents and staff about our policy before anything happens.
- Prevent biting by looking out for times or situations that are stressful for children. These can include times when parents or children are coming and going, crowded play areas where children must wait for turns, schedules requiring children to make many transitions, and tired children at the end of the day.
- Praise good behaviour. Tell children when you like what they are doing. Praise them for showing empathy or social behaviour, such as patting a crying child, offering to take turns with a toy or hugging gently.
- Help the child learn to control his or her behaviour. Biting often happens when a child is overwhelmed and loses control. At this age, they do not mean to hurt and are frightened afterward. Staff should comfort the child who bit and tell him/her that "It hurts. No one likes to be bitten. I cannot let you hurt other children. I will help you." This may need to be repeated, but over time they can learn to control their impulses to bite.
- Help the child make connections with others. Encourage special relationships with staff, talk about how others feel, and help the child express empathy for other children. Be sure to practice and model the behaviour you want to see in children.
- Do not label, humiliate or isolate a child who bites another child. A child who is biting others needs love and support just as much as the other children in your program do.

*Internal use only*

<b>Last updated/reviewed</b>	<b>Signed on behalf of the nursery</b>	<b>Date disseminated to staff</b>
<i>February 2014</i>		