Supporting Children with Their Behaviour Policy

Safeguarding and Welfare Requirements / 3.52, 3.53

We recognise that children's behaviour is a form of communication. We also recognise that children need the skills to self-regulate their behaviour.

At Skylark Day Nursery we aim to support children with self-regulation, in line with their personal, social and emotional development, which strongly links to British values.

Children's behaviour is supported through daily activities and experiences, for example tidy-up time, and by providing suitable equipment and resources. We use key person time to discuss how children are feeling and to help children to vocalise boundaries within the setting.

We treat every child's behaviour based on their age, stage and ability. Educators have a sound grasp of child development, which helps them ascertain how to respond to children and their behaviour.

The setting's SENDCo is also the person who is responsible for children's behaviour.

The manager shall ensure that the parents/carers are fully informed about the support that the setting has given their child.

Corporal punishment (slapping, smacking, or shaking) will never be acceptable practices and will not be used. It may be necessary, on very rare occasions, to use restraining actions to prevent personal injury or serious damage, for example, in an emergency. These incidents will be recorded and shared with the child or children's parents/carers, who will countersign the Incident Book. Parents/carers should feel free to discuss any concerns they may have with the manager. All matters will be treated in the strictest confidence.

If we are concerned about a child's behaviour, we will reference our safeguarding and child protection policy and inclusion and disabilities policy, to make sure that we are fully supporting every child. We will carry out robust observations of the child throughout the day, identifying any triggers, which will be recorded and shared with parents/carers. This will help educators to further support the child.

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Depending on the behaviour, we use a range of strategies.

Inappropriate language/swearing:

- Explain that the language should not be used in the setting.
- Describe positively with the children the language that they should use.
- Make use of key person time to discuss appropriate language.
- Record and speak to parents if need be.

Gun play and superhero:

- Support children with this and have discussions on 'safe play'.
- Give children the 'language' they need to discuss with other children if they do not want to be included.

Sharing and conflict:
Use the High Scope six-stage approach.

High Scope is a method for supporting children's learning. Put simply, it encourages children to make choices about what they want to do and to reflect on these choices – the 'plan, do, review' approach.

Step 1: Approach quickly and calmly stopping any hurtful behaviour

Step 2: Acknowledge feelings

Step 3: Gather information

Step 4: Restate the problem

Step 5: Ask for ideas for solutions and choose one together

Step 6: Give follow-up support

Other points to consider:
The educator should role model appropriate language:

- Describe the situation.
- I like the way that you are sitting.

- I have noticed that you walked over to the sand tray and put back the shovel.
- You look sad, would you like to tell me what the matter is?

Children are given a choice in everyday activities to support their behaviour self-regulation. For example: Would you like an apple or a banana?

Self-protection and assertiveness:

We support children to protect themselves, linking with the setting's safeguarding and child protection policy.

- Please stop touching my hair, I do not like it.
- Please can I have my jumper back?

Uncooperative children:

- Listening to children.
- Warning that an activity or experience will change is helpful (how many minutes/ egg timers help).
- Identify children and give support to those who find change difficult.

Biting:

- Educators will take into consideration the age, stage and ability of the child.
- Pay full attention to the child who has been bitten.
- Give appropriate first aid.
- Record as an incident.
- Firmly say stop.
- Use one-on-one time and key person time to show gentle behaviour.

Melt down/tantrums:

- It is important to note that children who are experiencing a meltdown are supported safely and that they cannot harm themselves or others. Try not to reason with the child at this stage.
- Offer a cuddle.

- Once the child has calmed down and if there has been destructiveness, gently discuss with the child how they may help to clear up.

Upset and distressed children:

- Be mindful of children who are settling, experiencing separation and/or a personal family issue.
- Key person to be aware and offer appropriate attention and cuddles if need be.

Discuss with parents' personal items that offer comfort. Identify the needs of the child and what might help the child.

ABC approach:

We use the ABC approach to identify triggers:

- Antecedents
- Behaviour
- Consequences

The key person will observe and record children's behaviour in a variety of situations if there is a concern, and share with parents/carers, the colleague who is responsible for behaviour and other professionals if appropriate.

Bullying Policy

Skylark Day Nursery regards bullying of any description as a unique issue. Within this policy for the setting, we expect that everyone will regard each other with respect, whether the individuals are staff, parents/carers or children.

Bullying takes many forms, some of which are indicated below, all of which will be challenged and dealt with in an appropriate manner:

- Actual physical assault
- Threatening physical assault
- Criticism and making derogatory comments

- Ostracising individuals
- Keeping silent when an individual approaches.

Where a child or children are the instigators of bullying, the setting should make use of the "behavioural statements" approach. This depends on the age and level of emotional understanding of the children involved. Children respond more to information rather than an adult assuming they understand how someone else feels.

Making a statement such as: "You hit Joshua". "He is hurt". "He is crying because he is hurt" will have more impact because it is a matter of fact, rather than asking the child how they would feel if it happened to them. Children need to understand that any behaviour has a consequence.

The setting will take a very serious view of any adult who threatens or carries out a physical assault on another person.

- A member of staff will be instantly dismissed if they are the instigator.
- A parent/carer will be informed that they are no longer welcome in the building and that another person must be named to drop off and collect their child.
- If the situation does not improve, the parent/carer will be informed that they may no longer use the setting for their child's care.

If bullying takes the form of criticism or making fun of an individual, again, the behaviour will be challenged and dealt with in a similar manner as physical threats.

Skylark Day Nursery takes any kind of bullying seriously and all staff will be trained to identify and challenge it appropriately. The long-term consequences of bullying on the self-esteem and confidence of children and adults is serious and will be treated as such.

At no time will a child:

- receive any form of corporal punishment

- be shouted at or intimidated
- be made to appear foolish
- be made to feel bad or devalued
- be deprived of drink or food
- be isolated away from the group or be on their own.

There will be no naughty chair or place in the setting. We do not use 'time out' and use a 'time in' approach:

- The key person will stay with the child when they are having 'big' feelings and are having trouble managing their behaviour.

If a child is continuously disruptive this should be brought to the attention of the manager who will meet the parent/carer and agree a plan of action whereby everyone works in partnership to encourage positive behaviour.

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Review Date	Name	Position	Signature