



Behaviour Management Policy

Policy Statement:

- Little Rays 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.
- The policy is designed to support the way we work together with children to help them to consider the views and feelings, rights and needs of others and the impact their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct examples.
- Little Rays are committed to working with parents to explain the way we promote positive behaviour at the setting and also at home.
- For the purpose of this policy 'Carers' will refer to all staff and parents at Little Rays.

Aspects of the policy specifically aimed at Little Rays staff are clearly stated.

Procedure:

SENDco and Behavioural Management Lead Professional:

- At Little Rays our Special Educational Needs and Disabilities Co-Ordinator (SEND) is: Alice Pavlovets

Our Behavioural Management Co-Ordinator is Mairead Cheeseman.

- Our leads have overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour.

Behaviour Management

At Little Rays we aim to provide all children with the opportunity to develop:

- Respect - to have respect for themselves, others and the nursery environment developing their self-concept and self-esteem.
- Responsibility - to take responsibility for their own actions and the environment.



Working together with carers and peers to create and understand ground rules.

- Understanding - to comprehend the consequences of their behaviours.
- Equality - to develop an understanding of how to be fair to all. Carers will demonstrate this by being good role models and setting good examples.

Strategies used to support our aims and expectations of behaviour

- Positive Strategies - 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 age and stage 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.
- Praise and positive reinforcement - focussing on positive actions of the children. We acknowledge considerate behaviour such as kindness and willingness to share.
- Modelling behaviour - Carers show children expected behaviour in everything they do.
- Politeness - encouraging children to say please and thank you and understand the importance of turn taking and being patient.
- Caring about the environment - encouraging children to tidy alongside their peers, sharing and respecting the resources.

Strategies of intervention and prevention of unwanted behaviours

- Understanding - When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in how to cope more appropriately.
- Techniques - We do not use techniques intended to single out and humiliate individual children and we do not shout or raise our voices in a threatening way.
- Prompting - by offering children gentle reminders and choices, explaining any concerns we may have or by using a positive statement for example 'If you would like to throw something, perhaps we could and find a ball!'
- Interpretation – by explaining to the child what has just happened in words, and then discussing if there was another way it could have been handled or acted. If the child is of an age or stage of development that is appropriate we would encourage the child to apologise,



however, helping them understand the outcomes of their action is far more important than the word 'sorry'.

- Proximity - by heading over to the children usually encourages them to do something else.
- Redirection/distraction - trying to refocus a child's attention on to a different activity or resource.
- Directive statement - by giving clear instruction to a child to stop a certain behaviour or, again try a different activity.
- Reflection time – we never send children out of the room by themselves, nor do we use a 'naughty chair' however we do offer children the opportunity to calm down in a quieter area.
- Physical intervention – we never use physical punishment, such as smacking or shaking.

Children are never threatened with these. We only use physical restraint, such as holding, to prevent personal injury to children or adults and / or serious damage to property. All acts of physical intervention are recorded and shared with parents on the same day.

- Recurring behaviour - If a child's recurring behaviour is having a negative impact on your children's experience at nursery, we will work closely with all involved to reduce and eliminate these issues.

Biting

- Most children at some point in their childhood go through a 'biting' stage. Little Rays understands that this is a difficult situation whether the child has been bitten or is biting others.
- Children may bite for several reasons, for example, teething, exploration, attention, frustration etc. Being able to understand why biting is happening can be helpful in controlling and dealing with the situation.
- At Little Rays we help work closely with the child, the parent and the staff team to discover why the child is biting. By documenting the biting incident on our 'Incident Form' we will be able to identify any triggers that happened before the incident. If a trigger has been identified then actions will be taken to reduce or remove the cause, the child will then be encouraged to get involved in another activity away from the child they had bitten.



- If your child has been bitten or has bitten, you will be notified with an accident or incident form, this can be distressing, and we encourage you to speak to a member of staff. However, please remember that the member of staff cannot disclose any information about any of the children at nursery and will not disclose who has bitten your child, or who your child had bitten.
- If your child has been bitten at nursery, Little Rays staff will ensure their needs are met:
 - Your child will be comforted and reassured
 - The bite wound will be actioned with any appropriate first aid, if needed
 - If the bite wound had broken the skin, you will be notified so you are aware of what has happened.
 - An accident form will be available when you collect your child with all the information about the biting and any medical treatment given.
- At Little Rays we believe the key to stopping any challenging behaviour is partnerships between parents and Nursery staff and our Behaviour Management specialist. Working with the nursery team and support any behaviour management techniques at nursery as well as at home.
- If all procedures are exhausted, then we may have no choice but to re-evaluate if the nursery is able to meet this child's needs.

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 an 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 they experience. 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? Did it make you feel angry? Is that why you hit him?" Older children will be able to



verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.

- 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's 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. In order 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. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - they do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the setting;
 - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
 - the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
 - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
 - the child has a developmental condition that affects how they behave.



- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour 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 in 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 it is clear that 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.

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