



BROOK HOUSE NURSERY

Supporting children's behaviour policy

The aim of the members of staff in Brook House Nursery is to make the children in our care happy, help them to be amiable with their peers and resolve any conflicts that may arise.

All children in our nursery are very young and therefore need to learn what is considered to be an acceptable standard of behaviour. We are aiming for them to learn to share, take turns, and be able to distinguish between what is right and wrong and what is safe and unsafe to do. To do so we use a range of books, puppets and activities that promote positive behaviour.

One of the nursery 4 learning goals is to support children's feelings, by helping them to manage and being able to express their emotions and feelings. We support this by providing a range of resources (e.g. fishing for our feelings game, flash cards, feelings puzzles, Colour Monster book, pointing to games etc).

We believe that by working closely with parents and each other, we can resolve most examples of challenging behaviour and help the children to develop social skills and become confident and caring. We modify identified goals and boundaries to take account of parental expectations and wishes.

The way of dealing with problem behaviour is well known to all members of staff and put into practice. The named 'Supporting children behaviour' designated members of staff are Sue Christie, Sarah Dell and Mari Ronka (maternity leave). While dealing with behaviour, members of staff always take into consideration the children's age and the stage of their development.

Ways of supporting behaviour:

- Knowing that children learn very quickly to imitate adults, we always set a good example.
- We praise rather than criticise. We always show interest in what children are doing, and praise them with a smile.
- We realise that each child is different and therefore, we are reasonable in what to expect from them.
- We set very clear rules and boundaries and stick to them rigidly.
- We always act on our promises to a child, so that they know exactly where they stand and that there are consequences for their actions.
- We offer explanations to the children.

If a child's behaviour is unacceptable despite all measures taken, she/he might be withdrawn from an activity he/she is doing. A member of staff always explains to a child that it is his/her behaviour not him/her that is not desired

While supporting the child/children, members of staff are not allowed to:

- Shout, swear, ridicule or reject a child.
- Punish physically or threaten to do so.
- Withhold meals or drinks.

In case of a tantrum, members of staff must:

- Stay calm
- Give a safe space to a child.
- Offer a hand to hold/cuddle, if a child needs it.
- After a tantrum, offer a hug and ask a child if he/she wants to talk about it.



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Ways of rewarding and praising children:

- smiles
- Stickers
- reward chart.
- favorite activity
- certificates
- smiley faces
- verbal praise (always tell the child what you are praising him/her for e.g. 'Well done Clara for tidying up the dolls' as this will give a much clearer not only to the target child but also the children standing nearby.

Biting

Biting is a common form of behaviour that upsets parents as much as the children and practitioners involved. Babies and young children are not born with the ability to self-regulate; they need their adults to support them through co-regulation. Biting is a common issue with young children, therefore clear guidelines are required to manage such an event.

If a biting incident occurs, our policy would be to take the child that has been bitten away for comforting. Where possible, another adult would deal with the child who has done the biting. If only one adult is present all attention would be first turned to the bitten child. Biting can occur as a form of attention seeking behaviour. Turning the attention to the child who has been bitten first has not given the child who has done the biting the attention that they had hoped for. The child who has bitten will be dealt with in a calm way because if adults overreact the attention seeking child will be tempted to bite again.

Young children are sensory learners, consequently, biting may be the result of a sensory seeking behaviour. We will keep a record of multiple incidents and to be aware of any triggers or sensory seeking behaviours which will enable us to share information with parents/carers and plan to support the child.

Once the initial trauma/upset has been dealt with, we may seek to get the two children back together, even if the child who has been bitten is still upset. This will show the child who has bitten the result of their action and what it is like to be hurt, hopefully deterring them from biting again.

If this is a behavioural issue not a one-off incident, we would monitor the situation to see if there is a trigger to the biting. If a pattern in this behaviour is identified this information will be shared with parents of the child who is biting and put strategies into place to help support the child.

The incident will be recorded via our Family App (incident report sent to the parents) and the child who has been bitten will be entered into the accident book. Both sets of parents/carers will be informed of the incident when they collect their children in a confidential manner.

Policy review date	Name and signature