

Behaviour and Discipline Policy

We believe that young children should be encouraged to respect their environment and other children around them.

Acceptable social behaviour - having a positive and considerate attitude and providing good role models – This is encouraged by the staff.

Unacceptable behaviour will be quickly identified and dealt with positively (Reasons are explained to the child and good behaviour is always praised).

As a nursery our priority is to create an atmosphere that encourages everyone to value themselves and others regardless of race, gender, age and ability.

Behaviour that is encouraged:

Kindness to others

Respect for staff

Respect for children

Respect for equipment

Sharing

Listening

Walking indoors

Behaviour that is discouraged:

Hitting or biting

Bullying

Wilful damage to equipment on site

Running indoors

Pushing

Snatching

Throwing toys

Unacceptable behaviour will be dealt with as follows:

1. Staff will tell the child to “Stop” and explain to the child why their behaviour is inappropriate (this usually is enough to stop any unwanted behaviour).

2. Staff will try to distract the child to take their attention away from unwanted behaviour.

3. The 'time out' approach is only used if a child is being physical to another child. The child is asked to sit out of an activity and have time to reflect on the action (In view of staff). If the child is too young to benefit from 'time out' they will be supervised in an alternative activity.

If the behaviour is not physical the child will be taken by a staff member to an activity that will engage them and enable them to refocus.

4. If the behaviour persists over a period of time, the Nursery Manager/SENCO will discuss the matter with the parent/guardian. A plan of action will be written to discourage bad behaviour and to encourage good behaviour. Parents and staff will follow the plan until situation improves.

There is no physical punishment, or threat of physical punishment in the nursery. Children are never shouted at, humiliated, intimidated or shamed, nor is negative language used in any way to control a child. We would only physically intervene with a child to prevent injury or serious damage to themselves or the others around them.

Managing behaviour

It is important to consider the way we deal with behaviour as it may influence children's future behaviour. The way in which we deal with children's behaviour will have an effect on our relationship with them. Children look to adults for help, so it is important for us to be good role models.

Children need us to:

Stay calm

Set boundaries

Be consistent and fair

Be clear of what they can or can't do.

In terms of behaviour, it is a good idea to help children to see the need for restriction on their behaviour in terms of respecting others and valuing their feelings. Children do not like mixed messages, be consistent when dealing with behaviour.

Strategies that can be used to encourage and reinforce good behaviour

We must always acknowledge good behaviour. When children are staying within boundaries, respecting others, controlling their feelings, or if they are playing well together, or that they have been patient waiting for their turn etc. we acknowledge this with a "Well done" and a very specific statement to ensure the child understands what they are being congratulated for. This will aim to show children that this is the type of behaviour that we want and like.

Strategies we can use to challenge and deal with different types of behaviour

- Dealing with negative behaviour, we must be careful how we comment on the behaviour.
- We do not use words such as naughty, bad or stupid as they can be damaging.
- Talk to children about their behaviour, explain why it is not good behaviour, and let them know what you expect of them. Communicate, find out the problem, do not assume.
- Provide attention so that children do not use negative behaviour to seek it. Children can get bored, make sure the activity is stimulating and does not go on too long.
- Explain to children why the boundaries are set e.g. I can't allow you to do that "the kitchen is not safe" "that could hurt you or the people around you"
- Make sure staff are aware and understand the behaviour policy, and ensure that everyone works to it.

Biting policy

Explanations, policies and procedures

Biting is one of the most common and most difficult behaviours in the nursery environment. It can occur without warning, is difficult to defend against, and provokes strong emotional responses in the biter, the victim, the parents, and the staff involved.

For many toddlers, the biting stage is just a passing problem. Toddlers try it out as a way to get what they want from another toddler. They are in the process of learning what is socially acceptable and what is not. They discover that biting can be a way to cause the other child to drop what they are holding so they can pick it up. However, they experience the disapproval of the adults nearby and eventually learn other ways of gaining possession of objects or expressing difficult feelings. For other children, biting is a persistent and chronic problem. They may bite for a variety of reasons: Teething, frustration, boredom, inadequate language skills, stress or change in the environment, feeling threatened, or to feel a sense of power. No matter what the cause, biting in a group situation causes concern for all those involved. It does help, however, to be aware of the potential problem before it happens, and to form a plan of action if it does occur. Management and staff at the nursery have developed the following plan of action to be used if and when biting occurs in any of our rooms.

Before biting occurs:

Ask parents to be aware of the biting policy and where to find it.

When a child is bitten:

For the biter:

1. The biter is immediately removed with no emotion, using words such as “biting is not okay – it hurts.” Avoid any immediate response that reinforces the biting or calls attention to the biter. The staff will focus their attention on the victim.
2. The biter is not allowed to return to the play and is talked to on a level that the child can understand. “I can see that you want that truck, but I can’t let you hurt him. Teeth are for eating.”
3. Redirect the child to other play.
4. Inform the biter’s parent of what the incident is.

For the victim:

1. Separate the victim from the biter.
2. Comfort the child.
3. Administer first aid.
4. Write an accident report and notify parents.

If biting continues:

- Will inform parents that there is a problem and what procedures will be followed to deal with it.
- Be aware of children who indicate a tendency to bite:
- Head off biting situations before they occur.
- Teach non-biting responses to situations and reinforce appropriate behaviour.
- Teach responses to potential biting situations:
 - “Stop” or “That will hurt me!”

- Work together as partners with the parents of both biting children and frequent victims to keep all informed and develop a joint strategy for change.
- Consider early transition of a child “stuck” in a biting behaviour pattern for a change of environment, if developmentally appropriate.