



# Behaviour Management & Biting Policy Little Stars Day Nursery

## Change Control

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### Revision History

Version	Type	Date	History
V1	New	June 2012	New
		June 2013	Updated
		March 2015	reviewed
V2	Replacement	October 2015	
		October 2016	Reviewed
		July 2017	Reviewed
V3		April 2018	Slight amendment
		June 2019	Reviewed
		Oct 2020	Reviewed
		Sept 2021	Updated
		January 2022	Amendments made
		April 2022	Updated and amendments made.
		October 2022	Reviewed

**Behaviour Management Policy:**

Little Stars Day Nursery believes in positive reinforcement of children's behaviour. We focus on positive behaviour and put in place effective strategies for promoting children's welfare, learning and development.

Little Stars Day Nursery will not use physical or corporal punishment to any child and this is made explicitly clear to all staff working within our setting.

**Our Aim:**

Little Stars Day Nursery aims to offer a happy, well-organised, positive and stimulating environment. The Nursery will be a place where children can learn effectively and demonstrate good social and learning behaviours. Within this policy we aim to help children develop relationships with their peers and members of staff whilst helping them develop a sense of respect for each other and the environment. Also teaching them what is good and positive behaviour which will enable them to develop their own confidence, self-esteem, self-discipline and respect for everything.

**Behaviour Rep:**

- The named person for behaviour management is Katie Steel, who works closely with the named Senco's, Amy Stephens and Courtney Muckle. The behaviour rep will undertake regular relevant training.

**Staff and Students:**

- All staff, and new staff, are informed of how to deal with children's behaviour and all strategies are applied consistently in order to provide consistency and security for all children.
- Staff will undertake regular and appropriate training in relation to children's behaviour.
- Staff are made aware that some children's behaviour may be a result of their special need and this must be accounted for. Therefore, staff at Little Stars understand the need to consider the child's age, stage and understanding with regard to their development and capabilities as some children with Autism or ADHD may have behavioural difficulties in light of their special need.
- All staff, students and volunteers are to act as a positive role model to all children with regard to their own behaviours and the way they respond to children. We will not tolerate any members of staff shouting or raising their voices to children unless they are in immediate danger.

- Staff within the setting will actively promote speaking out to enable children to speak confidently about bullying or discrimination. Also staff will mediate between children to help resolve conflicts and situations where it is age /stage appropriate.
- If any staff member commits any act of violence or abuse towards a child serious disciplinary action will be implemented in line with our Staff Disciplinary Policies and Procedures.

### **Behaviour Management Strategies:**

Each play room sets out clear rules which are encouraged in an age and stage appropriate way for all children. Staff will model these rules within their daily practice and children are regularly encouraged to discuss the rules. Positive language such as “kind hands” are used as opposed to “no hitting” therefore enhancing positive modelling with regard to behaviour and language. At Little Stars Day Nursery, we use a simple set of rules across the setting:

- We will follow instructions,
- We will talk politely and use good manners,
- We will care for and show respect to others – never hurting anyone,
- We will look after our belongings and the belongings of others,
- We will be honest and take responsibility for our actions,
- We will have a positive attitude towards our learning and others,

Each room (Both Toddler rooms and Pre-School rooms) has a set of ‘fidget toys’. If children display inappropriate behaviour that requires the child to be moved away from the situation, the practitioner will encourage the child to sit in the quiet area of the room with the fidget toys to allow the child to calm down and reflect. The practitioner should make a judgement whether to sit with the child or not. The emotion cards can be used with the child to discuss their feelings. If the incident involved another child a respectful discussion should be encouraged between the children and an apology if age/stage appropriate. The child should be made aware they can re-join the group when they feel calm and ready to do so – this will allow the child to develop their self-awareness and regulate their own emotions.

### **Positive Behaviour:**

- Staff will recognise good behaviour in children and give praise. The praise given will be genuine, personal and specific to the child.
- Interactions between staff, parents/carers and children will be courteous and respectful.
- Positive reinforcement of the Fundamental British Values will be embedded throughout the setting.
- Rewards can be used in order to reinforce and encourage positive behaviour – this can be in terms of a sticker chart.
- Star of the Week certificates will be used in each room to celebrate the children’s achievements.
- We will avoid stereotyping.
- Staff will consider children’s home circumstances and values.

### **Inappropriate Behaviour:**

- If undesirable behaviour is witnessed the behaviour management strategies (above) will be used.
- When dealing with unwanted behaviour staff are to be clear when talking to children and ensure they are conversing in a way the child can understand.
- If we notice regular inappropriate behaviour from a child – discussions with the behaviour rep will take place. Please see the ‘monitoring behaviour’ section below.
- Physical punishment such as smacking or shaking will not be used or threatened by any staff, students or volunteers.
- Children will never be sent out of the room on their own nor will they be humiliated or singled out in terms of labelling a child ‘naughty’.
- The only time we would use physical restraint would be if the child was to put themselves or another child in danger or cause serious damage to property. This restraint would be to hold the child to prevent any damage. All details would be recorded such as what happened, what action was taken, and by whom and the names of witnesses on an incident sheet and the parent /carer would be informed upon collection of the child. Physical intervention is only used as a last resort after using all of the non-physical actions such as diverting the child’s attention, and speaking with the child. As soon as the child is calm the physical intervention should gradually relax allowing the child to gain their self-control back.
- When staff are discussing the behaviour with the parents/carers they will convey whether their behaviour was ‘disengaged’, ‘disruptive’ or ‘unacceptable’. The definitions for these are:
  - **Disengaged:** Would indicate when a child is bored, unsettled or unhappy. Staff would deal with this sensitively and support the child to find a purposeful activity.
  - **Disruptive:** Behaviour that effects all children enjoying an activity or planned session with an adult.
  - **Unacceptable:** Behaviour that relates to discriminatory remarks or actions including bullying and damage of equipment. Staff will be clear that consequences will follow from their actions.

### **Monitoring Behaviour:**

- If a member of staff has concerns over a child’s behaviour they will ensure the parent/carers is aware of the behaviour at the end of a session. It will be discussed to hopefully find a cause/explanation.
- The member of staff and behaviour rep will discuss the child’s behaviour and the behaviour rep will observe the child in the room at the earliest opportunity. The parent/carers will be made aware of this.
- The findings from the observation will be used to decide the next step for the child.

- Strategies/behaviour plans may be devised by the behaviour rep and it will be managed within the setting, or outside agencies may be contacted such as the settings Inclusion Support Officer from the Local Authority, for guidance and advice. We can also liase with the Early Help Coordinator from the Integrated Front Door for support and guidance. In this case parents/carers permission will always be sought.
- Strategies/behaviour plans are usually reviewed after 6 weeks when the staff member and behaviour rep will discuss the progress and decide on next steps.

**Useful contacts and links:**

- Behaviour Rep: Katie Steel  
Little Stars Day Nursery  
(01472)315530  
[steelk@grimsby.ac.uk](mailto:steelk@grimsby.ac.uk)  
[nurserymanagement@grimsby.ac.uk](mailto:nurserymanagement@grimsby.ac.uk)
- Special Educational Needs Coordinators: Amy Stephens & Courtney Muckle  
Little Stars Day Nursery  
(01472)315530  
[stephensa@grimsby.ac.uk](mailto:stephensa@grimsby.ac.uk)  
[mucklec@grimsby.ac.uk](mailto:mucklec@grimsby.ac.uk)
- Early Help Coordinator - Necia Fraser  
Integrated Front Door - Children's Services  
North East Lincolnshire Council, Civic Offices, Knoll Street, Cleethorpes DN35 8LN  
01472 326976  
[NELCChildrensFrontDoor@nelincs.gov.uk](mailto:NELCChildrensFrontDoor@nelincs.gov.uk)
- [www.safernel.co.uk](http://www.safernel.co.uk)
- [www.behaviourhelp.com](http://www.behaviourhelp.com)

### **Biting Policy.**

In nursery staff will be advised to do the following

- Approach the situation calmly,
- A member of staff will comfort the child who has been bitten and administer any first aid treatment that is necessary – this is usually a cold compress to the affected area. We will contact parents should this be necessary.
- Another member of staff will deal with the child who has bitten and they will be told firmly that this is not acceptable behaviour in a way that is related to their age and understanding.
- An incident form will be completed and both sets of parents/carers will be notified,
- Staff are not allowed to disclose which child has bitten, this is confidential information.
- Where there are persistent incidents of biting, staff will be deployed effectively in order to reduce the number of incidents. If we feel there are additional concerns around the child we will take the necessary steps to ensure that the child receives support from within the nursery and also (with parental permission) outside agencies whenever relevant.
- Children who persistently bite will be placed on behaviour plans to record certain information to ascertain if a pattern of behaviour can be identified. Such plans are put in place with consultation of parents /carers in order to provide consistency between home and nursery. Support plans will be put in place if a child has bitten 3 times within a 2 week period.
- We work closely with parents and cares and will to meet to discuss their child's behaviour before they are placed on a behaviour plan. This is to reassure parents that their child isn't being labelled but to help eliminate such occurrences.
- Staff are constantly assessing the provision in nursery to ensure children are stimulated and have adequate resources to promote and environment as this will reduce incidents of unwanted behaviour.
- If the biting incidents are occurring regularly despite of the strategies stated within the behaviour policy and biting policy a meeting will be arranged with the child's parents /carers to discuss further as by this point all of our resources in terms of strategies and further help have been used and therefore although this is a last option we will look at reducing sessions for the child to see if there is a noticeable improvement.

- The setting's last resort will be child will be asked to leave the setting to maintain health and safety for children and staff.