



DEAN CLOSE
LITTLE TREES
NURSERIES

DEAN CLOSE NURSERIES LIMITED

Independent Day Nursery

**Behaviour Management Policy
(NL009)**

Dean Close Nurseries Ltd is wholly owned by The Dean Close Foundation,
registered Charity No: 1086829

Date of Issue: June 2024
Review Date: June 2025
Owner: Group Operations Manager

DEAN CLOSE NURSERIES LIMITED

BEHAVIOUR MANAGEMENT POLICY

- This policy has been authorised by the Directors of Dean Close Nurseries Ltd for all of its nurseries, (the “Nursery”).
- This policy will be reviewed periodically by the Group Operations Manager and submitted to the Dean Close Nurseries Ltd Board for oversight and sign off.

At Little Trees we believe that children flourish best when they know how they and others are expected to behave. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. The nursery actively promotes its values and encourages and praises positive, caring and polite behaviour at all times and provides an environment where children learn to respect themselves, other people and their surroundings.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the nursery we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both on their own environment and those around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

We aim to:

- Recognise the individuality of all our children and that some behaviours are normal in young children according to their age and stage of development e.g. biting
- Encourage self-discipline, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all staff act as positive role models for children
- Encourage parents and other visitors to be positive role models and challenge any poor behaviour shown
- Work in partnership with parents by communicating openly
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
- Promote non-violence and encourage children to deal with conflict peacefully
- Provide a key worker system enabling staff to build a strong and positive relationship with children and their families
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate

Date of Issue: June 2024

Review Date: June 2025

Owner: Group Operations Manager

- Supporting and developing self-regulation and empathy as appropriate to stage of development.
- We will create an environment in which challenging or unacceptable behaviours are redirected into appropriate behaviour
- All staff will have a realistic approach and expectations towards the children they are caring for. This will be explained to new staffing during their induction period
- Have a named person who has overall responsibility for behaviour management.

The Behaviour Management Lead (BML) for each nursery can be found in Appendix A.

The Behaviour Management Lead will:

- Advise and support other staff on behaviour concerns
- Along with each room leader, will keep up to date with legislation and research relating to behaviour
- Support changes to policies and procedures in the nursery in partnership with the nursery manager
- Access relevant sources of expertise where required and act as a central information source for all involved
- Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. Keep a record of staff attendance at this training.

Our nursery rules are concerned with safety and care and respect for each other. We keep the rules to a minimum and ensure that these are age and stage appropriate. We regularly involve children in the process of setting rules to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child.

Children who behave inappropriately by physically abusing another child or adult e.g. biting, or through verbal bullying, are helped to talk through their actions and apologise where appropriate. We make sure that the child who has been upset is comforted and the adult will confirm that the other child's behaviour is not acceptable. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child.

When children behave in unacceptable ways:

- We never use or threaten to use physical punishment/corporal punishment such as smacking or shaking
- We only use physical intervention for the purpose of averting immediate danger or personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable
- We do not single out children or humiliate them in any way. Where children use unacceptable behaviour they will, wherever possible, be re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity
- Staff will not raise their voices (other than to keep children safe)
- In any case of misbehaviour, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome

Date of Issue: June 2024

Review Date: June 2025

Owner: Group Operations Manager

- We decide how to handle a particular type of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done. All staff support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate
- We help staff to reflect on their own responses towards challenging behaviours to ensure that their reactions are appropriate
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with inappropriate behaviour in nursery at the time. We may use sanctions such as time out or the thinking spot, however this is always discussed and agreed with parents beforehand.
- We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between their home and the nursery.
- In some cases we may request additional advice and support from other professionals, such as an educational psychologist, and our own ALNco/ SENco in which case it may be suitable to follow the NL008 policies relevant to the nursery.
- We support children in developing non-aggressive strategies to enable them to express their feelings
- We keep confidential records on any behaviour that challenges that has taken place. We inform parents and ask them to read and sign any incidents concerning their child
- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs
- Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions we will implement an individual behaviour modification plan (ABC record found in Appendix B) where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The nursery manager will complete risk assessments identifying any potential triggers or warning signs ensuring other children's and staff's safety at all times. In these instances we may remove a child from an area until they have calmed down.

ANTI-BULLYING

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years.

We recognise that children need their own time and space and that it is not always appropriate to expect a child to share. We believe it is important to acknowledge each child's feelings and to help them understand how others might be feeling.

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

At our nursery, staff follow the procedure below to enable them to deal with challenging behaviour:

- Staff are encouraged to ensure that all children feel safe, happy and secure

Date of Issue: June 2024

Review Date: June 2025

Owner: Group Operations Manager

- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channeled in a positive way
- Children are helped to understand that using aggression to get things is inappropriate and they will be encouraged to resolve problems in other ways
- Our staff will intervene when they think a child is being bullied, however mild or harmless it may seem
- Staff will initiate games and activities with children when they feel play has become aggressive, both indoors or out
- Staff will sensitively discuss any instance of bullying will be discussed with the parents of all involved to look for a consistent resolution to the behaviour
- We will ensure that this policy is available for staff and parents and it will be actively published at least once a year to parents and within staff trainings and meetings
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the nursery
- All concerns will be treated in the strictest confidence.

BITING

We understand that children may use certain behaviours such as biting as part of their development. Biting is a common behaviour that some young children go through and can be triggered when they do not yet have the words to communicate their anger, frustration or need.

Potential triggers for biting

- Exploration - babies in particular explore the world around them using their senses. They do not always know the difference between gnawing on a toy and biting someone.
- Teething - Swelling gums can be painful and cause discomfort. This can be relieved by biting or chewing on something
- Cause and effect - at around 1 year old, children become interested in what happens when they do something. E.g. banging a spoon on a table, they discover it makes a noise. This behaviour is repeated over and over as part of a child's learning and development. This could also be the case with biting, as they explore the reaction this may have
- Attention - when children are in a situation when they feel they are not receiving sufficient attention, they will use biting as a means to get attention
- Frustration - children often become frustrated over many things and often do not have the vocabulary to express themselves clearly. Biting is a way of dealing with their frustration
- Not having their needs met - a child may be tired, hungry or uncomfortable and they might bite as a way of expressing their emotions

Our procedures

- Comfort any child who has been bitten and check for any visual injury. Administer any first aid where necessary. Complete an accident form and inform the parents via telephone if deemed appropriate. Continue to observe the bitten area for signs of infection. For confidentiality purposes and possible conflict we do not disclose the name of the child who has caused the bite to the parents
- Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the child who has been bitten sad. The child will be asked to say sorry if developmentally

Date of Issue: June 2024

Review Date: June 2025

Owner: Group Operations Manager

appropriate or helped to develop their empathy skills by giving the child who has been bitten a favourite book or comforter

- Complete an incident form to share with the parents at the end of the child's session
- If a child continues to bite, carry out observations to try to distinguish a cause, e.g. tiredness or frustration
- Arrange for a meeting with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault
- If a child or member of staff sustains a bite wound where the skin has been severely broken arrange for urgent medical attention after initial first aid has been carried out.

In cases where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, e.g. in some cases of autism where a child doesn't have the communication skills, the nursery manager will carry out a risk assessment and may recommend immunisation with hepatitis B vaccine for all staff and children.

PHYSICAL INTERVENTION

Physical intervention is used in extreme circumstances only and as a last resort when children are in crisis and in danger of hurting themselves or others. It may be used in the context of positive behaviour management approaches and alongside other strategies. It may be used to resolve a difficult or dangerous situation and is not necessarily physical restraint.

A physical intervention log will be completed following any incidents and this will be shared with parents. Staff will receive training in how to support children safely through appropriate physical intervention.

By positively promoting good behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop as responsible members of society.

This policy is kept under annual review and any changes to the policy will be notified to the relevant inspectorate within 28 days, or as otherwise stated.

Continued Challenging Behaviours

Unfortunately, there may be occasions in which a child's continued and persistent challenging behaviour detrimentally affects other children in the nursery. We have a duty of care towards all children, and so there may be difficult times in which a review is required by Senior Managers to ascertain the way forward.

Every effort will be made to support the child with challenging behaviour as detailed within this policy, in partnership with parents and closely linked with the relevant supporting Children policy for England or Wales. Every effort will also be made to supporting the children around the child.

If an improvement in behaviour is not seen or likely to be achieved or the behaviours are considered to be extreme, AND all support measures have been exhausted, then the nursery will consider the following;

Date of Issue: June 2024

Review Date: June 2025

Owner: Group Operations Manager

- Where possible, assigning a mentor to the child if staffing allows
- Reducing or changing the child's booked sessions in nursery
- Terminating the Nursery place

This policy should be read in conjunction with the following policies:

- NL008A Supporting Children with Additional Learning Needs Wales
- NL008B Supporting Children with Educational Needs England
- NL007 Equal Opportunities
- NL023 Children's Rights
- If required, NL031 Nursery Exclusion Policy

Appendix A – Nursery Behaviour Management Leads

Little Trees Tutshill Nursery		
Behaviour Management Lead	Kirstie Summers Nursery Manager	07471 350713 or 01291 628344 kvsummers@deanclosenurseries.co.uk
Deputy BML	Abigail Gwilliam, Interim Deputy Manager	01291 628344 amgwilliam@deanclosenurseries.co.uk
Little Trees St Arvans Nursery		
Behaviour Management Lead	Nicola Morgan, Nursery Manager	07471 350715 or 01291 624893 nmorgan@deanclosenurseries.co.uk
Deputy BML	Vicki Weyman, Deputy Manager	01291 624893 vlbennetto@deanclosenurseries.co.uk
Little Trees Celtic Springs Nursery		
Behaviour Management Lead	Jessica Tate, Nursery Manager	07471 350 714 or 01633 816751 jtate@deanclosenurseries.co.uk
Deputy BML	Rebecca Gray, Deputy Manager	01633 816 751 rgray@deanclosenurseries.co.uk
Little Trees Lansdown Nursery		
Behaviour Management Lead	Vicki Gunn, Nursery Manager	01242 241349 vgunn@deanclosenurseries.co.uk
Deputy BML	Alice Hastings Deputy Manager	01242 241349 akhastings@deanclosenurseries.co.uk
Little Trees Hucclecote Nursery		
Behaviour Management Lead	Sarah Cannings, Nursery Manager	07867 382507 or 01452 613 674 smcannings@deanclosenurseries.co.uk
Deputy BML	Marie Marden, Deputy Manager	mlmarden@deanclosenurseries.co.uk 01452 613 674
Little Trees Christchurch Nursery		
Behaviour Management Lead	Ellie Simpson, Nursery Manager	07884 667297 esimpson@deanclosenurseries.co.uk
Deputy BML	Bethany Keen, Deputy Manager	bmkeen@deanclosenurseries.co.uk

Appendix B – ABC Monitoring Chart

Child's Name: Date of Birth:				Group: Room Leader:	
Date & Time of Behaviour	Length of Behaviour	What Occurred Prior to the Behaviour	Describe Behaviour	Outcome of Behaviour	Staff member that dealt with behaviour

APPENDIX C – PHYSICAL INTERVENTION LOG

Child's name	
Date of Birth	
Date and time of incident	
Location of Incident	
Name of staff member involved in physical intervention	
Name of Staff Witnesses	
Describe the incident	
What events led up to and may have triggered the incident?	
What de-escalation techniques were used?	
Why was intervention deemed necessary?	
What action needs to be taken to reduce the likelihood of reoccurrence? Including What techniques, strategies or alterations to the environment are needed?	