

7. Behaviour Policy

At La Petite Academy we believe that children flourish best when they feel safe and secure and have their needs met by supportive practitioners who act as good role models, show them respect and value their individual personalities. Children are supported through co-regulation, where adults and children work together towards a common purpose, including finding ways to resolve upsets from stress in any domain and return to balance, leading onto a path to self-regulation. The nursery actively promotes British 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.

We implement the early years foundation stage curriculum supporting children to develop their personal, social, and emotional development. This involves helping children to understand their own feelings and those of others and beginning to regulate their own behaviour. We support children to do this through working together with parents, having consistent approaches, structure, routine and age/stage appropriate boundaries appropriate to the emotional development of the child. We help build confidence and self-esteem by valuing all children and giving lots of praise and encouragement.

To support positive behaviour in our setting, we aim to:

- Recognise the individuality of all our children;
- Provide a warm, responsive relationship where children feel respected, comforted and supported in times of stress, and confident that they are cared for at all times;
- Understand that certain behaviours are a normal part of some young children's development, e.g. biting (see below for further information);
- Encourage self-regulation, 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 in how they speak and behave;
- Encourage parents, carers and other visitors to be positive role models;
- 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 person 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 appropriate;
- Supporting and developing children's understanding of different feelings and emotions, self-regulation and empathy as appropriate to stage of development. This includes using strategies and naming and talking about feelings and ways to manage them;
- Have a named person who has overall responsibility for promoting positive behaviour and behaviour support.

The named person for promoting and supporting behaviour is Jodie Hursthouse (Assistant Manager), and in her absence Seren Brown (Lead Practitioner). It is her role to:

- Advise and support other staff on any behaviour concerns;
- Liaise with the setting's Special Educational Needs and Disabilities Co-ordinator (SENDCO) where a child requires further support, or there are concerns about the impact of the behaviour on a child's education and care;
- Along with each room leader, keep up to date with legislation and research relating to promoting positive behaviour;
- Support changes to policies and procedures in the nursery;
- Update each age group's specific behaviour management procedures in line with best practice and current thinking;
- Support staff who may be finding positive behaviour approaches difficult to improve their skills and understanding by acting as a role model and conducting observations/feedback of practice and completing discussion logs as relevant;
- Access relevant sources of expertise where required and act as a central information source for all involved;
- Attend regular in-house/external training events, and ensure all staff attend relevant in-house/external training for behaviour management. Keep a record of staff attendance at this training.

Our nursery rules are concerned with safety, care and respect for each other. We keep the rules to a minimum and ensure that these are age and stage appropriate. We 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 are displaying distressed and /or behaviour which challenges, for example, by physically abusing another child or adult, e.g. hitting, biting, or through verbal bullying, are helped to talk through their feelings and actions through co-regulation before thinking about the situation and apologising only if appropriate for their age and understanding. We make sure that the child who has been upset is comforted. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child or their feelings.

Our promoting positive behaviour procedure is:

- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs;
- We never use or threaten to use physical punishment or corporal punishment such as smacking or shaking or use or threaten any punishment that could adversely affect a child's well-being;
- We only use physical intervention (where practitioners may use reasonable force to prevent children from injuring themselves or others or damaging property) 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 soon as is reasonably practicable;
- We recognise that there may be occasions where a child is displaying distressed behaviour and/or behaviour which challenges and may need individual techniques to restrain them to prevent a child from injuring themselves or others. This will only be carried out by staff who have been appropriately trained to do so. Any restraints will only be done following recommended guidance and training and only with a signed agreement from parents on when to use it. We will complete an incident form following any restraints used and notify the parents. Where restraint may be required on an ongoing basis, it may be necessary for a child to pause their attendance at the setting whilst staff are trained, but this will be kept to a minimum and done in the best interests of the child.
- Rather than intervene, staff may remove all other children from the location until the child has calmed down, maintaining a safe position for

themselves where the child can be seen and any support offered as necessary. This may include not intervening when children are climbing on furniture as there is a greater likelihood of injury to the child and staff member should they try to force them down;

- We do not single out children or humiliate them in any way. Where children are displaying behaviour which challenges them, wherever possible, be distracted and 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 do not routinely raise their voices or speak 'sharply' (other than in instances to keep children safe);
- In any case of behaviour which challenges, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome;
- We decide on particular strategies to support particular types 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 behaviours that challenge 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 behaviour that challenges in nursery at the time. 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 or the STEPS team, or implement a reduced timetable to support the child to have positive experiences in nursery;
- We support children in developing non-aggressive strategies to enable them to express their feelings and emotions;
- We keep confidential records on any behaviour that challenges that has taken place, such as through incident forms. We inform parents and ask them to read and sign any incidents concerning their child;
- Through partnership with parents and formal observations, such as ABC logs, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we

may then implement an individual behaviour support plan, especially where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The 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;

- Where a child's ongoing behaviours are putting themselves and/or others at risk of harm, the setting reserves the right to reduce their attendance hours whilst support is put in place and advice sought from specialists. This will usually be for a period of up to 8 weeks.

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.

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

- Staff are encouraged to ensure that all children feel safe, happy and secure;
- 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 channelled 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;
- Staff will initiate games and activities with children when they feel play has become overly boisterous or aggressive, both indoors and outdoors;
- We will ensure that this policy is available for staff and parents and it will be shared at least once a year to parents and staff and available on our website;
- Staff and parents are also welcome to review and comment on the policy and procedures using the usual nursery processes;
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. Working together 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;

- Where children need additional support, we will observe them and complete ABC charts to identify triggers and causes of the behaviour and discuss these with parents. From these, we will implement a behaviour modification plan, 'script' for all staff to use for consistency and/or risk assessments as needed. We will ensure children and adult's safety at all times. This may mean removing all other children from an area, observing a child from a safe distance and not intervening in their behaviours until they have calmed down, or we may remove them to another area (e.g. sensory room, outdoors) to help them calm down;
- We do not use 'time out', 'naughty step' or similar forms of behaviour modification instead we re-direct children and divert their attention, for example by encouraging them to take part in an activity in another area;
- We do not label the child's behaviour as 'naughty' or 'silly', we simply tell the child what is it that we are not wanting and calmly explain a reason behind it (e.g. No thank you, we do not hit our friends, it will make them sad!);
- Where a child's behaviour is linked to their special educational needs or disabilities, we will ensure that the SENDCO is fully involved and that behaviour modification strategies are appropriate for their level of understanding, for example through the use of Makaton signs/gestures, objects of reference, sensory circuits/breaks and/or social stories.

Anti-bullying

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.

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 and young children may not have developed their understanding or empathy to be able to comprehend that they are bullying or being bullied.

Staff will intervene when they think a child is being bullied, however mild or harmless it may seem and sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour.

By promoting positive behaviour, valuing co-operation and a showing a caring attitude, we hope to ensure that children will develop a positive sense of self, have confidence in their own abilities, make good friendships, co-operate and resolve conflicts peaceably. These will provide them with a secure platform for school and later life.

Additional advice for children with SEND

Children with SEND often show more behaviour that challenges than children without. It is important to remember that behaviour is a valid form of communication, and this could be the child telling you they need something.

When dealing with behaviour that challenges all staff must:

- Follow the same routine for each individual child's circumstance, this may mean liaising with the nursery SENDCO on any action plans set for the child;
- Ensure that all staff who are in contact with the child uses the same strategy when dealing with the behaviour to maintain consistency for the child. Having clear set boundaries that everyone follows for children will help them understand what is expected of them;
- Not encourage the unwanted behaviour by following what the child is doing e.g. chasing them around when they need to be seated at the table for mealtimes or by laughing at/pointing out to others the undesired behaviour;
- Still following the same guidelines set out above for how to discourage the behaviour within reason to the individual child.

Biting

We understand that children may use certain behaviours, such as biting, to communicate their feelings and needs. Biting is a common type of behaviour that some children use to help them make sense of the world around them and to manage interactions with others. It can be triggered when they do not have the words to communicate their anger, frustration or need. It can also be used to fulfil an oral stimulation need, such as during periods of teething or developmental exploration. Sometimes biting can be due to a special educational need and/or disability.

The nursery uses the following strategies to help prevent biting:

- Individual, one-to-one and small group times so that each child is receiving positive attention;

- Quiet and cosy areas and the sensory room for children who are feeling overwhelmed to go to;
- Stories, puppets and discussions about emotions and feelings including activities and stories that help support children to recognise feelings and empathise with characters and events;
- Additional resources for children who have oral stimulation needs, such as teething rings or chew necklaces;
- Vigilant staff that know the children well are able to identify when children need more stimulation or quiet times;
- Adequate resources are provided and, where possible, more than one resource or toy is sought to minimise conflicts.

Every child is treated as an individual and we work with families to support all children's individual needs. With this in mind, it will be necessary to implement different strategies depending on the needs of the child carrying out the biting.

In the event of a child being bitten we use the following procedures. The most relevant staff member(s) will:

- Comfort any child who has been bitten and check for any visible injury. Administer any paediatric first aid where necessary and complete an accident form once the child is settled again. If deemed appropriate the parents will be informed via telephone, for example where the skin has been broken or the bite is to the face. Staff will continue to observe the bitten area for signs of infection. For confidentiality purposes and possible conflict, we do not disclose to the parents the name of the child who has caused the bite;
- 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 (e.g. through visual cues) that it makes staff, and the child who has been bitten, sad;
- Ask the child what they can do to make the 'child who has been bitten' feel better (this could be fetching them a toy or sharing toys with them, a rub on the back, using the Makaton sign for sorry etc.);
- 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) through the use of ABC logs;
- Arrange for a meeting with the child's parents to develop strategies to prevent ongoing 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;

- Potentially arrange for a meeting with the parent whose child has been bitten, particularly if the child has been bitten several times, to provide reassurance that the nursery is managing biting incidents effectively;
- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who has been bitten;
- 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;
- If a staff member has been bitten an accident at work form should be completed.

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, for example, 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.

This policy was adopted on	Signed on behalf of the nursery	Date for review
11/02/2026	<i>Jodie Hursthouse</i>	30/04/2027