



"A Confident Start in a Caring Environment"



HOME FARM CHILDREN'S NURSERY LTD (HFCN)

Behaviour Policy

| | |
|---------------|------------|
| Last updated: | June 2025 |
| Next review: | June 2026 |
| Ratified By: | HFCN Board |

TABLE OF CONTENT

ACHIEVING POSITIVE BEHAVIOUR POLICY / ETHOS FOR LEARNING

BITING

6

We have a named person who has overall responsibility for behaviour management issues within the setting. The named person in Home Farm Children's Nursery is **Kika Andreou.*

ACHIEVING POSITIVE BEHAVIOUR POLICY / ETHOS FOR LEARNING

HFCN is working to ensure that everyone is valued as an individual and respected by all, feel a sense of belonging and is able to learn in a positive and caring environment. HFCN's philosophy is that in order for children to thrive they need to feel appreciated, safe, secure and understand clear boundaries. We practice and promote positive, considerate and respectful behaviour and staff are encouraged to regularly use praise and positive reinforcements to ensure that children gain a sense of their own value and self-worth. Our aim is to create an environment where positive behaviour is encouraged by reinforcement and praise

This 'Achieving Positive Behaviour Policy' describes HFCN's approach to such issues and aims to reinforce the ethos and values of HFCN.

Aims

HFCN's aims are:

- To create a safe environment which allows effective teaching and learning to take place.
- To encourage children to treat each other and members of the HFCN community with respect.
- To provide support mechanisms which allow all children to feel valued and a sense of belonging.
- To explain unacceptable behaviour
- Be good role models
- Encourage children to take responsibility for their behaviour

Objectives

HFCN's objectives are:

- To provide a varied and appropriate curriculum to suit the personal needs and ambitions of individual children.
- To create a safe and visually stimulating environment in which children can learn and develop to achieve their potential.
- To ensure that all members of the HFCN community are aware of HFCN rules and behavioural expectations
- To ensure that children, staff and parents/carers are aware of their role in fostering good behaviour and setting good examples to all.
- To adopt a common and HFCN wide approach to promoting positive behaviours.

- To determine and manage interventions for those children who need support in adhering to behavioural expectations.
- To provide a support network for any children experiencing difficulties which are affecting their behaviour and / or well-being.
- To provide children with an understanding of how they are supported within a peer group and the HFCN community as a whole.

At HFCN we believe that children flourish when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We aim to provide a happy environment for learning and play in which practitioners recognise that Behaviour and Self Control is an aspect of Learning and Development within the EYFS and it is their responsibility to teach and support learning and development in this area and not simply expect or require behaviours.

We support children in learning the importance of considering the views and feelings, needs and rights of others and the impact that their behaviour can have on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. We are fully committed to ensuring that 'inclusive practice' is adhered to at all times by ensuring that children's behaviour is managed effectively and, in a manner, appropriate for the age and stage of development and individual needs of the child.

At HFCN we encourage positive behaviour in all children appropriate to their age and stage of development by:

- using praise and positive reinforcement of good behaviour;
- encouraging sharing and negotiation;
- consulting with children when rules and boundaries are created (age dependant);
- encouraging children to be responsible, e.g. tidying up;
- reassuring children that they are valued as individuals even if their behaviour may sometimes be unacceptable.

The Key Person and Nursery SENCO's will support the parents/carers with any difficulties they may be experiencing by providing positive strategies to try at home; this will ensure continuity of support. When sharing information with parents/carers, we ensure confidentiality is maintained.

Procedures

* We have a named person who has overall responsibility for behaviour management issues within the setting. The named person for each setting is stated at the beginning of the policy.

The named person will: -

- Keep him/herself up to date with legislation, research and new thinking on promoting positive behaviour and handling children's behaviour where it might require additional support.
- Access relevant sources of expertise on promoting positive behaviour e.g. attending local authority training.

- Familiarise new staff and volunteers with the Nursery Behaviour policy and its guidelines for behaviour.
- Work in partnership with parents/carers and ensure that they are regularly informed about their child's behaviour by their key person.
- Work with parents/carers to address recurring undesirable behaviour, sharing our observation records to help us to understand the cause and to decide jointly how to respond appropriately.
- Ensure all staff, volunteers and students, provide a positive model of behaviour by treating children, parents/carers and one another with friendliness, care and courtesy.
- Ensure that staff recognise that codes for interacting with other people may vary between cultures and require staff to be aware of and respect those used by members of the setting.
- Ensure staff never resort to inappropriate sanctions such as smacking, shouting and belittling and encourage our visitors and parents/carers to follow the code of conduct.
- Ensure that children identified as having Behaviour, Social and Emotional difficulties will be observed, assessed and provision/strategies implemented to support the child's needs. This will be undertaken in consultation with the parents/carers and outside agencies may be involved to give additional advice and support if necessary.

Biting (see 'Biting Policy')

Biting can be fairly common amongst young children and is often a concern for parents/carers. It can also be painful and frightening for the child who is bitten, as well as unsettling for the child who bites because it can upset both the child themselves and the adults around them. Biting occurs for various reasons, with different children, and under diverse circumstances. Incidents are recorded as outlined above (please refer to the 'Biting Policy').

Intervention Techniques

Below are some of the ways that HFCN may attempt to address behavioural concerns. The child's individual needs will always be the central focus of any adopted intervention and where possible we will work with parents/carers to ensure the effectiveness of any such interventions:

The environment in which you speak to a child can convey the nature of the discussion, which may, in turn, facilitate a change in the child's behaviour.

Planned ignoring

Minor, harmless and attention-seeking behaviours are likely to stop if the practitioner does not pay any attention to them. It is equally important to praise good behaviour.

Prompting

By giving gentle reminders to a child of what they need to stop doing, this can help the child adjust to change. This can be verbal or sensory prompting. The practitioner must be careful to avoid 'nagging'.

Active Listening

Sometimes listening to what a child has to say and exploring and acknowledging their own feelings through the use of reflective responses, can help the child to feel that:

- someone else acknowledges the reality of their feelings;
- they are not alone;
- someone cares.

Interpretation and interference

Explain/describe what has happened and ask the child if they can think of another way that they could have acted. For example, *"It looked like you were really upset before you hit Gemma. Was there another way you could have let her know how upset you were?"*

Giving Space

Give the child time to calm down before you discuss the situation with them where appropriate. Continuing to challenge a child who is already angry may make the situation worse.

Affection

If a child's behaviour is motivated by fear, anxiety or uncertainty, a big injection of affection, verbal or physical, can help inappropriate behaviour. Children do not always appreciate the care provided and need additional affection to understand how much the adults really care for them.

Proximity

Sometimes an adult quietly heading in the general direction of what is going on can be enough to encourage children to do something else.

Involvement and Interest

Adults becoming involved in a situation can diffuse things.

Redirecting and Distracting

Try to refocus the child away from what they are doing and on to something else as a way of avoiding confrontation.

Directive statement or direct appeal

This is a clear instruction to a child to stop certain behaviours or to start something else.

The Use of External Agencies:

Although various internal methods and systems are utilised to provide support to children, there are instances where specialist external intervention is required to assist a child through specific difficulties and challenges.

HFCN strives to work in close collaboration with parents/carers and external agencies in such situations. We recognise the importance of engaging external agencies to collaborate with and support the work of all nursery staff, ultimately benefiting the child.

Useful resources and websites

- ACAS (Advisory, Conciliation and Arbitration Service) www.acas.org.uk
- Kidscape www.kidscape.org.uk
- Inclusion Development Programme, Supporting Children with Behavioural, Emotional and Social Difficulties (DCSF,2010)
- www.nspcc.org.uk Help and advice for parents/carers on positive parenting and encouraging better behaviour.

BITING

This policy outlines HFCN's procedures to ensure every child's safety while in our care, to understand the reasons behind biting behaviour, and to enable staff to act quickly and efficiently when dealing with any biting incident, making appropriate environmental changes where necessary.

Biting is a relatively common behaviour among young children and is frequently a significant concern for parents and carers. It can be a painful and frightening experience for the child who is bitten, and equally unsettling for the child who bites due to the resulting distress to themselves and adults. Biting occurs for various reasons, differs among children, and manifests under diverse circumstances.

This behaviour is often part of a child's developmental process and can be triggered when they lack the verbal skills to communicate their needs and feelings, or when experiencing frustration. A child may also bite as a form of exploration, to assert independence, gain control, express stress, or seek attention.

While biting is common, it is often one of the behaviours that concerns adults most. It can be an uncomfortable subject for parents/carers of both the child who bites and the child who is bitten. However, it is a very real situation that requires prompt and effective intervention.

At HFCN, we adhere to our Achieving Positive Behaviour Policy to consistently promote positive conduct. Biting incidents evoke strong emotions in both parents and practitioners. Such incidents within the setting are always taken seriously, and staff are committed to stopping them as quickly as possible.

In the event of a child being bitten, the following procedures must be followed:

1. The child who was bitten will be comforted and checked for any visible injury. First Aid will be administered if necessary, and an accident/incident form will be completed and shared with their parents at the end of the session.
2. The child who did the biting will be immediately removed from the situation, but kept close by to enable them to witness the consequences of their actions. It will be explained to them, according to their age and understanding, that biting is unacceptable behaviour. For younger

children, this explanation may primarily involve tone of voice or facial expressions rather than words.

3. It may be necessary for staff to temporarily exclude the child from an activity and use a brief 'time out' period until they are calm enough to return.
4. The child will be encouraged to offer some form of apology (e.g., a hug, saying "sorry") to the child they have bitten.

If a child or practitioner sustains a human bite wound that has broken the skin, this presents a risk of bacterial infection. The victim will require medical attention at Accident & Emergency after initial First Aid is carried out. This is to ensure the bite can be properly assessed for severity and to determine if further treatment is needed. If medical attention is required, parents are to be provided with a copy of the Accident form to take to A&E. The nursery will contact the parents later in the day to check on the child's well-being.

Should a child continue to bite, observations will be carried out to identify potential causes such as tiredness or frustration, and to recognise behavioural patterns. Meetings will be held with the child's parents to collaboratively develop strategies aimed at preventing further biting. Parents will be reassured that biting is often a transient phase within a child's development.

Through consistent monitoring and recording of incidents, we can often identify particular triggers for the behaviour. Understanding why a child bites is key to addressing the problem effectively, as this information will inform possible intervention strategies. Where deemed necessary, permission will be sought from the parent/carer of the child to refer concerns and involve external agencies and professionals.

Strategies to prevent biting include offering stimulating resources, providing diverse sensory activities, and creating an engaging environment. The setting's environment will also be evaluated in accordance with the Early Years Foundation Stage (EYFS) Framework for Intervention to identify any contributing factors within the provision itself.

The initial step in managing biting behaviour is to understand its underlying causes. It is important to remember that not all children bite out of frustration or with the intent to harm another child. Toddlers, for instance, often lack the capacity to fully comprehend the pain they are causing.

Children may bite for a number of reasons, including:

- Curiosity: To explore their environment, perhaps to see what a friend's arm tastes like or to observe a reaction. This can be impulsive, without malicious intent. Babies often bite when teething.
- Seeking Attention: Some children learn that biting is an effective way to get others to respond or to gain attention. This may not always be a conscious decision, but biting can be a powerful way to be noticed, even if the attention is negative.
- Emotions: Biting can be an expression of strong emotions such as frustration, stress, feelings of a lack of power, or even as an intense way of showing affection. Toddlers experience powerful emotions and may not yet possess the skills to express them appropriately.
- Copying: Some children may imitate another child's biting behaviour, perceiving it as an acceptable or effective action.
- Self-Defense: Children, particularly those who are pre-verbal, may learn to bite as a defensive mechanism, especially if they feel anxious or threatened by other children.

