

Dulwich Wood Nursery Behaviour Policy

Beliefs

- Good behaviour is essential for children to learn well
- Children should have respect for themselves, their peers and adults in our community at Dulwich Wood
- Everyone at Dulwich Wood should respect each other.
- Children should become independent learners

Aims

- To teach the children to behave in socially acceptable ways and to understand the rights of others within an environment which expects and promotes positive behaviour as the basis for effective learning.
We will encourage and show the following:
 1. Kindness – this will be taught/encouraged through sharing and turn taking, patience, speaking kindly to each other, use of positive gestures, consideration for others, helping, and empathy
 2. Fairness – this will be taught/encouraged through sharing, turn taking – especially in listening, consideration for others
 3. Caring - this will be taught / encouraged through being gentle, giving comfort, sensitivity, looking after each other, the environment, and resources.
 4. Truthfulness - this will be taught/encouraged by recognising the right to be safe – physically, mentally, emotionally
 5. Open communication - this will be taught/encouraged through not shouting, praising good behaviour, good listening

Strategies for developing good behaviour

- To be consistent in dealing with children
- To have high expectations of children
- Stories
- Discussion
- Use of persona dolls – to empower children
 - reacting to an incident
 - modelling before an incident
- Examples shown to others
- Sharing with parents
- Positive language to re-enforce good behaviour
- Parents appropriate modelling – praise etc
- Use of children’s voice
- Small group work / PDC/ Philosophy groups
- Adherence to Dulwich Wood’s rules for keeping safe

The following will not be tolerated:

- Physical incidents e.g. fighting, spitting, kicking, biting
- Anti-social verbal behaviour e.g. swearing, aggressive language
- Any discrimination based on race, gender, age, class, disability, religion
- Bullying – emotional / verbal / physical

Bullying – We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as “bullying”. For children under five, hurtful behaviour is momentary, spontaneous and often without understanding of the feelings of the person whom they have hurt.

Strategies for dealing with unwanted behaviour of a child

- We do not use language which takes away the child’s self esteem or labels them e.g. naughty, silly
- We refer to the action rather than the child
- Talk to the child – offer support
- Remove from the activity – calming the child who is angry, as well as the one who has been hurt by the behaviour
- Redirect the child – help to develop social behaviour, such as resolving conflict
- Calm down time will be used if the adult decides the child needs some thinking space
- Continuing behaviour problems will be recorded in a Red Book and monitored in the Behaviour Log. Meetings will be arranged with parents/carers to decide appropriate strategies for the individual child
- Persistent difficult behaviour will be dealt with according to the Special Educational Needs Code of Practice.

Monitoring of behaviour trends

The Red books are collected weekly by a member of the office team and the week’s data is used to update behaviour statistics on the school’s data tracker.

This information is used to adjust school practice and / or to plan external support.

Biting

Biting (under 3s)

It is quite common for children under 3 to bite other children and adults. There are many possible reasons for such behaviour e.g. very young children exploring through their senses using the mouth, teething, a very basic form of protection and communication when the child is being threatened, an attempt at gaining attention, an expression of frustration or anger, or just learnt behaviour patterns from another child.

We recognise the sadness and pain experienced by the victim and the distress felt by the parent /carers of all children involved. We take such incidences very seriously and when they occur, act immediately to overcome the situation.

Action when there is an incident of biting:

If a child has been bitten a staff member will immediately intervene and separate the children. The offending child will be told privately* but firmly to 'stop that hurts!' or 'stop no biting' and then given to another member of staff*. The victim will be inspected immediately for any visible injury. Any broken skin is treated with a cold compress to alleviate any swelling. Then a suitable dry dressing will be used to cover the wound. Finally the child's emotional well being is restored: "That hurt you, that was wrong,"

Recording:

The incident is recorded in the same way as accidents and both sets of parents are informed. The names of the children involved are kept confidential in the information given to parents.

The incident is also recorded on the Schools Behaviour Log.

Persistent biting

If a child continues to bite we will make some formal observations to identify the cause and the child's key person and the parent will agree a plan of action to modify the behaviour. A senior practitioner will monitor and review the strategy and provide supervision and guidance to the key person and staff team.

Example of Behaviour Modification Plans

Any plan will need to be appropriate to the child's age and the cause of behaviour. Some examples are given below

Incident	Action
Child is biting persistently	<ol style="list-style-type: none"> 1) Inform parent/s because the child is biting is persistent together you will need to look at the problem more closely 2) Gather information about children's behaviour at home and parent's advice about potential causes 3) Observation child for one week and feed back to parents 4) Plan behaviour modification strategy, discuss with parents
Very young child biting	Ensure that child is given plenty of sensory experiences; treasure baskets, times to use the mouth to show affection to friends,
Child bites when feeling threatened e.g. toy is snatched away from them	<p>Teach child to assert self e.g. firmly say "no!"</p> <p>Hold hand up to stop other child</p> <p>Learn to give snatching child another toy</p>
Child bites due to teething pains	Consult parents and agree on soothing cream or objects. Ensure teething child is given plenty of comfort through-out the day
Child bites to gain attention (Usually identified through formal observation)	<p>Find out if child is going through change or difficult time at home</p> <p>Look for pattern e.g. certain time of day, when child is getting tired or hungry – address these issues in the nursery</p> <p>Ensure child is receiving one –one with key person,</p> <p>Teach child how to gain adult attention</p> <p>Ensure child is engaging with other children and curriculum</p> <p>Ensure child is sufficiently stimulated and challenged</p>
Child bites because other children are biting (this is usually older children reverting back to behaviour of younger children)	<p>Observe child to identify cause and use strategies outlined above</p> <p>In addition, affirm and reinforce child's social skills through stories about child and photos in profile book e.g. Luke can say "no" when another child snatches his toy.</p> <p>Lavina knows that biting hurts</p>

