

## PURPOSE OF POLICY:

We believe that all children have a right to feel valued, respected, and safe.

An atmosphere in which everyone is aware of their responsibilities and where kids are free to engage in play and learning without worrying about being hurt or restricted by others is ideal for both children and adults. Our goal is to create an environment where kids may learn self-control and self-worth in an atmosphere of respect and support.

This policy provides guidelines on how to support this vision; it recognizes that learning self-regulation and socially appropriate behavior is always a developmental process and that by modelling positive behaviour, managing challenging behavior appropriately and competently, we can provide for the needs of the individual as well as ensuring the safety and wellbeing of everyone at KidZone nursery.

## AIM:

This policy is designed to

- Promote and reward positive behaviour
- Boost self-esteem
- Manage challenging behaviour in an assertive, non-confrontational and positive way
- Ensure fairness and encourage consistency of response to both positive and inappropriate behaviour
- Promote early intervention
- Enhance learning and teaching
- Develop in students a sense of self-discipline and an acceptance of responsibility of their own actions
- Ensure that every member of the school community feels respected and valued
- Enable all members of the school to live and work together in a positive, supportive way, promoting an environment where all feel happy, safe and secure
- Ensure that all members of the school community will fully understand the consequences of failing to meet their responsibility to others.

## PROMOTING POSITIVE BEHAVIOUR

Young children usually misbehave because they have not yet learnt how to react to feelings and needs in acceptable ways. The most common needs and feelings that can trigger unacceptable behaviour are- attention, boredom, anxiety, fear, anger, curiosity, independence and anticipation.

For children to follow and co-operate with routines and "expected behaviour" we need to promote positive behaviour by:

- Being a good role model
- Being consistent
- Positive reinforcement
- Giving children a chance to change their behaviour
- Using positive body language- do not stand over children, come down to their level etc.
- Developing in children emotional literacy
- Setting expectations clear using class rules and smooth transition methods
- Encouraging sharing and turn-taking as part of daily activities/routine

## ACHIEVING POSITIVE BEHAVIOR

We believe that children flourish best when their personal, social, and emotional needs are met and where there are clear and developmentally appropriate expectations for their behavior. The underpinning principle for achieving positive behavior lies in the development of personal, social and emotional skills in children.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behavior has on people, places, and objects.

If promoting of positive behaviour is tried consistently and there is still a need for modification of behaviour, the following methods will apply:

- A team will be built for child to work in partnership with parents to share the expectation of behavior and plan and agree upon methods to be used and strategies to be applied to achieve positive behaviour.
- Whilst reassuring the child that it is the behaviour, which is unacceptable and not the child, firm guidance will be given should the unacceptable behaviour arises again.
- At all times praise is freely given to the child at the slightest sign of positive change in behaviour.

- Advice will be taken, if needed from the SENCO of the setting.
- A record will be kept of incidents which occur, and daily written observations made to learn what the trigger cause was.

## **BITTING:**

Biting is a common behavior that some young children go through. This is part of some children's development and can be triggered when they do not yet have the words to communicate their anger, frustration or need.

It is the nursery's policy to deal with each biting incident on a case basis making sure that parents/carers involved are kept up to date with what is happening, but at the same time respecting the confidentiality of the children involved.

## **WHY CHILDREN BITE**

Children bite for many reasons. Some of them can be:

### Exploration:

Babies and toddlers learn through their senses (touching, smelling, hearing, and tasting). If any baby is given a toy, the first instinct is to put it in mouth. Young children do not always understand the difference between gnawing on a toy and biting someone.

### Teething:

Children begin teething around the ages of four to seven months. Swelling gums can be tender and can cause a great deal of discomfort. Babies sometimes find relief from this discomfort by chewing on something. Children this age do not truly understand the difference between chewing on a person or a toy.

### Attention:

Older toddlers may sometimes bite to get attention. When children are in situations where they feel that they are not receiving enough attention they often find a way to get attention. Biting is a quick way to become the centre of attention – even if it is negative attention.

### Imitation:

Older toddlers love to imitate others. Watching others and trying to do what they do is a great way to learn things. Some children see others bite and decide to try it out themselves.

### Independence:

Toddlers are trying so hard to be independent – "mine" and "me do it" are favourite words. Learning to do things independently, making choices, needing control over a situation and feeling of possessiveness for their toys are part of growing up. Biting is a powerful way to control others.

## Frustration:

Young children experience a lot of frustration. They have not yet learned how to interact with others. At times, when they are unable to find the words to express their feelings, they resort to hitting, pushing, or biting.

## **Our roles during a biting incident:**

TEACHER ROLE	NURSE ROLE
Separate the children. (bitten& biting child)	First aid to bitten child
Observe the child and record to better understand the reason for biting:  Use Who, what, When, Where method to identify the problem:  Who was involved?  What triggered the bite?  When did it happen?  Where did it happen	Inform parent without mention other child name to avoid conflict between parents
Inform parents without mentioning other child name to avoid conflict between parents.  Enquire about biting at home.	
Refer to the SENCO of the setting if biting continues	Incident report to be maintained and follow up frequently.

## **WORKING IN PARTNERSHIP WITH PARENTS**

Parents' support and contribution is important for the implementation of this policy.

We aim to work in partnership with parents by:

- Keeping parents informed and involved about their child's daily behavior and any behavior concern regarding their child
- Sharing with parents expectations of behavior
- Providing extra support for parents to help manage children's challenging behaviour e.g. through outside agencies where required

## BEHAVIOUR MANAGEMENT PRACTICES – GENERAL GUIDELINES:

- All nursery staff members will make sure that the nursery's standards of conduct are consistently followed, so that kids can feel secure in knowing what to expect and form positive coping mechanisms.
- Each adult will serve as an example of warmth, consideration, and courtesy for the kids.
- Adults in the nursery will commend and support positive behavior, such as kindness and a willingness to share.
- We'll take proactive measures to prevent a scenario in which kids only get adult attention in exchange for misbehaving.
- Adult support will be provided one-on-one to children who misbehave so they may figure out what is wrong and develop better patterns.
- We will never use a "naughty chair" or a "time out" strategy that excludes children from the group, we do however use "reflective time" and "calming time"
- When major misbehavior occurs, such as when there is racist or other abuse, the unacceptable nature of the behavior and attitudes will be made known right away, but explanations rather than personal blame will be used.
- **It will always be made clear to the child or children in question that the inappropriate behavior, not the child, is what is unacceptable in any situation of misbehavior.**
- Adults won't yell or raise their voices significantly.
- Staff will become knowledgeable about and respectful of a variety of cultural norms relating to human interactions.
- Any behavioral issues will be handled in a way that respects the understanding and maturity of each child and is developmentally appropriate.
- The Nursery will address persistent issues in collaboration with the child's parents or caregivers, utilizing objective observation records to identify the root of the issue.
- Staff will be aware that some behaviors may result from a child's need for further help, and we will work with outside organizations like educational therapists, etc. to address these needs.
- We will acknowledge considerate behaviour such as kindness and willingness to share.

## For Children under 3 years

- We recognise that strategies for supporting children under 3 years of age is different from those for older children. Common inappropriate or hurtful behaviours of children under 3 years of age include tantrums, biting or fighting. In such cases:
- Staff will be calm and patient, offering comfort to intense emotions,
- Staff will help children to manage their feelings and talk about them to help resolve issues and promote understanding
- If tantrums, biting or fighting are frequent, staff will try to find out the underlying causes- such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and their behaviour may be the result of "separation anxiety"
- We will focus that key person of the child in setting is building a strong relationship to provide security to the child.

## **INTERVENTION AND PHYSICAL RESTRAINT: POLICY AND PRACTICE:**

The following approach would be used if the earlier behavior control strategy failed and a child's behavior required physical intervention, which is an extremely unlikely scenario.

- No matter what happens, physical penalties or threats of them are never utilized.
- One staff will try to distract and refocus a child's attention when it is possible.
- Staff will not physically intervene, such as by holding a child, unless it is required to do so in order to prevent the child, other kids, an adult, or significant property damage.
- When a physical intervention is necessary, it will be carried out as quickly and with as little force as possible.
- Any such incidence is noted, and the parents or caregivers are informed on the same day

## **FORMS: ACCIDENT/INCIDENT REPORT**

Reviewed by: Jaya Mishra

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Approved by: Anoud Fahad

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