

Behaviour Policy

Bright Eyes places self-regulation at the core of our policy. We know that for children to learn they must have high levels of wellbeing, therefore as a nursery the most important aspect of our Teaching and learning is Personal, Social and Emotional Development. Children flourish when their needs are met and when clear and developmentally appropriate expectations are in place for their behaviour. Children need to learn to consider the views and feelings, needs and rights of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and modelling the appropriate behaviour. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

At Bright Eyes we feel it is important to create a whole nursery approach of which staff, children, parents and other agencies have a clear understanding. This policy is a formal statement of intent for behaviour.

Every child is given the opportunity to develop their own life skills with support through:

- Planning for their own learning
- Problem solving
- Resolving conflict
- Caring for others in the community
- Building relationships
- Learning about their own emotions
- Learning the basics of negotiation and compromise

Sometimes, as a last resort, children need time to reflect or have some quiet time to themselves. It is best to label it 'reflection/quiet time' instead of time out. This involves insisting children move away from what they are doing and sit somewhere to reflect. This should be a safe and comfortable place. Other children do not need to be aware another child is having quiet time and should be with you sitting alongside them for support. Children should always be given a warning before having reflection time.

If this, and other positive approaches are not being successful with parent permission, we will seek support from our SENCO Vicky.

The children and parents are actively included in our behaviour expectations, and their perceptions are explored and valued.

There are clear curriculum guidelines for children with learning difficulties and behaviour. Appropriate assistance will be provided in a variety of ways including.

- A range of learning styles
- Using pupil's ideas and motivations as a starting point for learning
- Adjusting the conceptual demand of the task as appropriate for the child.

Bright Eyes is fully aware of the equal opportunities legislation as it relates to behaviour policies, the Equality Act 2010 and the Race

Relations Act 1976 Amended 2000 and takes account of all special educational needs, disability, race, religion, culture and other vulnerable pupils. Staff are aware that they must make reasonable adjustments in the application of their behaviour policy according to the individual child. The nursery ensures that it complies with the relevant equality legislation and with the duty to promote the well-being of pupils (section 21 of the Education Act 2002, as amended by section 38 ELA 2006) and has a commitment to improving outcomes for all children and eliminating all forms of discrimination, harassment and bullying; as well as promoting equality of opportunity, the welfare of children and good relations across the whole nursery.

The principles that underpin our behaviour policy are

- Approaches to behaviour should be consistent and fair.
- Styles of teaching and learning should meet the needs of children and not pre-conceived notions of what is or is not appropriate.
- Children's emotional welfare, wellbeing and involvement should be assessed.
- Children should feel happy, motivated and challenged.
- Parents and carers need to feel well informed about and comfortable with all behaviour expectations.
- Children, parents/carers and staff need to be involved on an equal basis.
- Transitions are managed effectively, thought about and planned.
- Allowances are made for special occasions.
- Everyone should be and feel respected.

If negative or unwanted behaviour re occurs, the child is monitored and regular observations are taken. If this behaviour continues the senco is informed and relevant strategies will be put into place with the parents' permission. Some of these strategies can include our ABC trigger chart or advice from our senior area senco. Parents are encouraged to have an open relationship with the team and any issues are discussed promptly. Strategies are put into place for parents to be involved in decision making for their child.

Biting

Biting is a common behaviour among young children and can sometimes be a concern for parents and staff. Biting can often be painful and frightening for the child who has been bitten and frightening for the child who bites. Biting happens for different reasons with different children and under different circumstances. 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.

We aim to act quickly and efficiently when dealing with any case of biting. The nursery uses preventative strategies such as sensory activities and chew buddies with children who are showing signs of biting. We will treat each incident with care and patience, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

If a child is bitten, they will be the priority and will receive medical attention if required, comfort and reassurance. Our accident policy will be followed for all bites. If the bite is severe, it is recommended a courtesy call is made to the parents. This phone call should be sensitive and give reassurance to the parent/carer. We should advise the parent to take advice from NHS online if the bite has broken the skin,

Where possible the child who has bitten will have their behaviour managed by their key person and the consequence of this behaviour will be explained in a way which is appropriate to the child's age and stage of development. If a child continues to bite, observations will be carried out to try to distinguish the trigger for this. If necessary, a meeting can be held with the child's parents to develop strategies together to prevent the behaviour. Parents will be reassured that biting is usually a normal part of a child's development. The parents/carers of the child who has bitten another person will be informed via an incident form in Family. This can also be discussed at collection time; this must be handled in a sensitive and confidential manner and not discussed openly in front of other parents/carers and children. Parents/carers may ask you the name of the child who has bitten or been bit. Staff must explain that they cannot disclose this information as confidentiality must be maintained.

Staff knowledge is essential for recognising potential triggers for biting, some of these can be:

- Exploration - babies and young children explore the world around them using their senses, young children 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 one year old, children become interested in what happens when they do something and can lead to repetitive behaviours. This could be the case with biting as the child explores the reaction to biting someone.
- Attention - when children are in a situation where they feel they are not receiving enough attention biting is a quick way of becoming the centre of attention.
- Independence - toddlers are trying very hard to be independent using phrases such as "me do it" and "mine". If a child wants a toy or wants another child to do something this could lead to a biting incident.
- Frustration - children can be frustrated by several things, such as long waiting times before or after transitions times. Wanting to do something independently, but not quite being able to manage the task. Also not having the vocabulary to express themselves clearly. This can lead to biting as a way of dealing with this frustration.
- Environment - an environment that does not provide challenge or allows children to become uninterested can lead to displays of negative behaviour such as biting.
- Not having their needs met - children who are tired, hungry or uncomfortable may bite others as a way of expressing their emotions. All these triggers should be considered - it could be one of these factors or a combination of them.

Potential strategies to support the management of biting incidents.

- Staff may need to increase the supervision of a child who is biting; this does not necessarily need to be one to one. It could be during certain times of the day, or by simply reducing the number of large group activities provided.
- Staff will make sure a child who is biting received significant encouragement when displaying positive behaviour and avoid excessive attention following an incident.
- Staff will evaluate the routine and judge whether it is meeting the needs of the child. A good quality routine should provide experiences

and activities both indoors and outdoors that have no waiting times.

- Staff will plan activities which help release frustration such as physical outdoor play and malleable experiences like play dough or gloop.
- Staff will provide cosy areas for children to relax in and activities which release tension such as splashing in water, digging in sand and using sensory equipment.

If a child continues to bite over a long period of time our senco will observe the child during various times of the day and will then request a meeting with the child's parents.

Physical Intervention

Our aim is to establish good behaviour from our children in a caring and supportive environment where the welfare of the children is paramount. The purpose of physical intervention is to outline the procedures to be followed in the rare case of a restrictive physical intervention being used by a member of staff towards a child against his or her will. The attitude and behaviour of all staff is essential in creating and maintaining a positive ethos within the nursery, the committed team approach will help provide a positive role model for children where they respect themselves and others.

The positive use of touch is a normal part of interaction and is appropriate in a range of different situations. For young children, examples of these could include helping with personal care needs or giving guidance in tasks.

Physical intervention is not the same as positive handling. Physical intervention occurs when a practitioner uses physical force to restrict a child's movements against their will. Any physical intervention used should be a supportive act of care and control not a punitive action by the adults.

Part of our roles as nursery practitioners is to keep children in our care safe. If a child is behaving in a way that could cause them to hurt themselves, or someone else, we must try and prevent this from happening. The statutory Framework for the Early Years Foundation Stage (EYFS) sets out the specific legal requirements in relation to EYFS and provides the following guidance:

'Physical Intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances.'

Examples of when physical intervention may be needed are; attacks on another child or member of staff, children fighting causing risk of injury to one or both parties, committing deliberate damage to property and causing harm through dangerous materials or objects. Physical intervention may also be needed if a child absconds from or tries to leave the setting, other than at an authorised time, and you believe that this may result in injury, damage, or disorder.

Physical intervention is always used as a last resort and reduced at the earliest possible time. It is important that appropriate other strategies are used in the first instance. When all other strategies have been exhausted, it may become necessary to physically intervene for several reasons.

The most effective way to prevent the need for physical interventions is to create a supportive environment, where relationships are positive, and expectations of behaviour are clear.

It should be a supportive act of care. Where possible staff will receive training to support them with making good judgements for physical interventions. Physical intervention's training is available on our online training site Noodle Now. It does not matter if staff have not received any formal training in physical intervention. If necessary, they are permitted to use reasonable force to manage a difficult situation.

When using physical intervention practitioners should; Aim for side-by-side contact between themselves and the child and leave no gap between both bodies. Keep the correct posture and avoid lifting. Avoid holding joints to prevent damage and pain and never restrict the child's ability to breathe. The amount of force used should be appropriate to the severity of the situation and the immediate danger the child is in.

A written record of any incident involving the use of physical restraint should be made as soon as possible after the incident, and parents must be informed of the incident on the same day. Witnesses or any staff involved in providing additional support should also add signed and dated notes giving details of the incident. These records will be kept in the children's confidential personal file's in the office.

It may become necessary to write an individual behaviour plan for a child whom you find you are having to physically restrain on a regular basis. This will be created with the child's key person, our senco and the child's parents. The plan can include the triggers for behaviour, what the behaviour looks like and when it occurs. What strategies we can put into place to prevent it. What physical interventions may be used when it occurs.

Parents and children have a right to complain about actions taken by the staff or a child when physical interventions have been used, including any use of force. If an allegation is made against an adult, staff will follow the appropriate procedures to ensure the incident is investigated and dealt with swiftly and in a fair manner.

Reviewed September 2025

Signed by: Nursery Manager