



BOOMERANG KIDS BEHAVIOUR MANAGEMENT POLICY

At Boomerang Kids 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 behaviour. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. We recognise the need to set reasonable and appropriate boundaries which adults will maintain in the management of children's behaviour. 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 and also to enable them to gain develop self-discipline. They are free to develop their play and learning without fear of being hurt, bullied or hindered by anyone else.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the nursery we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both in their own environment and that of others around them. This is a developmental task that requires support, encouragement, teaching and setting the correct example. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

In any case of misbehaviour, 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 aim to:

- Recognise the individuality of all our children and that some behaviours are normal in young children e.g. biting
- Building on each child's self-esteem by praising, encouraging and valuing each child as an individual
- Encourage self-discipline, 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 and ensure that the policies and practices are applied consistently, so that children have the security of knowing what to expect, which will enhance confidence and self-discipline.
- Encourage parents and other visitors to be positive role models and challenge any undesired behaviour shown.
- Work in partnership with parents by communicating openly. All policies and practices governing the conduct of the group and the behaviour of the children and adults will be discussed and agreed within the setting.
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them e.g. kindness, sharing.
- Also display appreciation of what the children do when showing positive behaviour, so they begin to learn that inappropriate behaviour is unnecessary to gain an adults attention.



- 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 persons' system enabling staff to build a strong and positive relationship with children and their families and to also reward good behaviour by means of praise and feedback to parent/carers.
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate.
- Creating a stimulating environment for children to explore independently or with their peers. This will influence the number of conflicts if children are engaged in exciting activities.
- Ensuring activities and interactions meet all the needs of all the children by providing provision that covers all learning schemas.
- Supporting schemas - repeated patterns of behaviour which children follow to develop their own ideas and thoughts through play and exploration.
- Supporting and developing self-regulation and empathy as appropriate to stage of development while also setting realistic limits according to each child and stage of development.
- Encourage children to set their own rules of what behaviour they would like/not like to see at the setting. This will be reviewed and discussed at the beginning of each day.
- Have a named person who has overall responsibility for behaviour management.

The named person Karen Busby (Senco) for managing behaviour will:

- Advise and support other staff on behaviour concerns.
- Along with each Floor Manager will keep up to date with legislation and research relating to behaviour and on handling children's behaviour where it may require additional support.
- Support changes to policies and procedures in the nursery.
- Access relevant sources of expertise where required and act as a central information source for all involved.
- Attend regular external training events, and ensure all staff attend relevant in-house or 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 regularly 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 behave inappropriately, for example, by physically abusing another child or adult e.g. biting, or through verbal bullying, are helped to talk through their actions and apologise where appropriate. We make sure that the child who has been upset is comforted and the adult will confirm that the other child's behaviour is not acceptable. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child.



We do not administer physical punishment or punishment that causes pain or humiliation to a child. We endorse positive discipline as an effective way to set limits and manage behaviour in the group.

When children behave in unacceptable ways:

- We never use or threaten to use physical punishment/corporal punishment such as smacking or shaking
- We only use physical intervention for the purpose of averting immediate danger or personal injury to any person (including the child) or 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. This may be moving the child to a 'safe space' where they are unable to hurt themselves or another person or to have some time to consider their actions.
- We recognise that there may be times where children may have regular occasions where they lose control and may need individual techniques to restrain them. 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.
- We do not single out children or humiliate them in any way. We do not label children who bully as 'bullies.' Where children use unacceptable behaviour they will, wherever possible, be 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 will not raise their voices (other than to keep children safe).
- We help the child who has shown the unwanted behaviour to recognise the impact of their actions.
- We decide how to handle a particular type 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. Depending on the child's developmental stage, we encourage a cuddle or another way of expressing that they are sorry for their actions. We discuss feelings and how they have made their peer feel.
- 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.
- We support children in developing non-aggressive strategies to enable them to express their feelings and to recognise the impact of their actions on others.
- We keep confidential records on any behaviour that challenges that has taken place. We inform parents and ask them to read and sign any incidents concerning their child.



- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs. We make sure that children who show unwanted behaviour receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on this behaviour.
- Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour plan 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.

Biting

We understand that children may use certain behaviours such as biting as part of their development. Biting is a common behaviour that some young children go through and can be triggered when they do not have the words to communicate their anger, frustration or need.

Our procedures on Biting

The nursery uses the following strategies to help prevent biting: sensory activities, biting rings, adequate resources and staff who recognise when children need more stimulation or quiet times. However, 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 visual injury. Administer any first aid where necessary. Complete an accident form and inform the parents via telephone if deemed appropriate. Continue to observe the bitten area for signs of infection. For confidentiality purposes and possible conflict we do not disclose the name of the child who has caused the bite to the parents.
- 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 that it makes staff and the child who has been bitten sad. The child will be asked to say sorry if developmentally appropriate or helped to develop their empathy skills by giving the child who has been bitten a favourite book or comforter. Complete an incident form to share with the parents via Tapestry.
- If a child continues to bite, carry out observations to try to distinguish a cause, e.g. tiredness or frustration.
- Arrange for a meeting with the child's parents to develop strategies to prevent the 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.
- 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.

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, e.g. 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.

Hurtful Behaviour

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, it is not helpful to label this behaviour as 'bullying'.

For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.

- We will help them manage these feelings, as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a settled state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage, as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We aim to help children to develop 'empathy' to enable them to understand how somebody else is feeling.
- We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We are aware that the same problem may happen over and over before skills such as sharing and turn taking are developed. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.

We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt, these may include

- They do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the setting.



- Their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
- The child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
- The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
- The child has a developmental condition that affects how they behave.

Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals, where necessary.

Children under 3 years

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause – such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of ‘separation anxiety’.
- We focus on ensuring a child’s attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

Rough & tumble & Fantasy play

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above. We recognise that superhero play is linked with expressing imagination and helps children safely play. We will develop strategies to support this kind of play, that are understood by them, with acceptable behavioural boundaries to ensure children do not get injured.

We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these as part of play as pro-social and not as problematic or aggressive.

We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to ‘goodies and baddies’ and as such offer opportunities for us to explore concepts of right and wrong.

We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of ‘teachable moments’ to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Anti-bullying



We take bullying very seriously and it comes in 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.

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. 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.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another. Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children. 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.
- Our staff will intervene when they think a child is being bullied, however mild or harmless it may seem.
- Staff will initiate games and activities with children when they feel play has become aggressive, both indoors or out.
- Staff will sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour.
- We will ensure that this policy is available for staff and parents and it will be actively publicised at least once a year to parents and staff.
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through co-operation that we 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.

By positively promoting good behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop as responsible members of society.

This Policy will be reviewed annually or before if necessary.

This Policy was adopted on	Signed on behalf of the Trustees	Role of Signatory	Date to be Reviewed

