

## Dealing with Challenging Behaviour

Stages of behaviour	Examples
<p>1. Child behaves in a challenging way for the first time.</p> <ul style="list-style-type: none"> <li>• Give simple explanation of why we don't do this at Huntingdon Nursery</li> <li>• Show how the behaviour could be changed</li> <li>• Ask the child to apologise to the other if appropriate</li> <li>• Ask the child to make amends if necessary. If the child has just started at the Nursery and they won't apologise/make amends, talk to the child about the need to make amends and talk to the parents at the end of the session about encouraging their child to make amends.</li> <li>• If the child is fully settled and won't comply then stop the child playing by blocking or, if appropriate, to sit on a chair for thinking time. They must not have access to any toys. If this happens in the garden they must go inside and sit down. Enlist other members of staff to help if necessary.</li> <li>• Tell other members of the staff what happened and what you did so that they know what's happened if there is a next time.</li> </ul>	<p>Throws sand at another child          "Sand is really itchy and sore if it gets in your eyes"          "You could dig really deep and find the bottom of the sand pit!"</p> <p>"Please can you get a wet paper towel and wipe your friend's face"</p> <p>"Ok. You can say sorry/pick up the toys and then play or you will have to stop playing now"</p>
<p>2. Child repeats behaviour again for a second time</p> <ul style="list-style-type: none"> <li>• Give a reminder of what you said on the first occasion and talk about consequences</li> <li>• Ensure all staff are aware.</li> </ul>	<p>"Oh dear do you remember what I said when you threw sand at H?" (give child time to respond.) "If you do that again you will have to stop playing in the sand this afternoon/sit on this chair for a minute to think about what's happened. When you have said sorry/tidied up you can play"          If child has limited language/understanding keep your language simple. Eg "Sorry.....Play"</p>
<p>3. Child repeats behaviour for a third time.</p> <ul style="list-style-type: none"> <li>• Give minimum attention and carry out sanction</li> <li>• Tell all staff</li> <li>• Inform parents of what happened</li> </ul>	<p>Sit child on chair with 3 minute sand timer. Don't call it 'time out' – tell the child s/he needs to think about what's happened/how to be kind to friends. Say "You can play when you have had a little think"          After the "thinking" time ask "Can you remember why you had to sit on the chair" Try to get the child to verbalise their response so that we can check their understanding.</p>
<p>4. Next day on arrival make a positive comment on how well they are going to play. If necessary remind child of what happened yesterday but preferably keep things positive.</p>	<p>"It's a lovely day today. I bet you are feeling really strong and will be able to dig down right to the bottom of the sand pit"</p>
<p>5. Repeat no.3 again if behaviour is repeated until inappropriate behaviour is changed.</p> <ul style="list-style-type: none"> <li>• Tell all staff</li> <li>• Observe the child to try and assess why this is</li> </ul>	<p>Spend quality time with him/her when behaving positively. Over praise positive behaviour. Model language child needs to use to encourage</p>

happening. Can any strategies be put into place to avoid recurrence?	sharing etc
<p>6. If this is a pattern of behaviour (rather than a one off due to illness, tiredness etc) inform all staff who may see challenging behaviour. If other staff see any challenging behaviours they should take the child back to his/her own class where the sanction will be followed through.</p> <p>Start keeping a Behaviour Record to enable staff to analyse when and why a child is behaving this way and how best to respond.</p>	

### REMEMBER

- CONSISTENCY IS THE KEY!
- ALWAYS SEE THINGS THROUGH EVEN IF IT TAKES FOREVER.
- ASK FOR HELP FROM OTHER STAFF – THIS IS NOT AN ADMISSION OF FAILURE!
- KEEP PARENTS INFORMED BUT ALSO REMEMBER TO REPORT THE POSITIVE TO BALANCE THIS.