



## **BEHAVIOUR MANAGEMENT IN THE BABY ROOM**

In the baby room we work with the babies to create a loving and calm, stimulating environment for every child. We understand the need to provide babies with choices and a balance between freedom and safe limits.

We understand that younger children need clear and consistent boundaries and a consistent approach to challenging behaviour.

We understand children and babies in this room at times may not be able to express their emotions appropriately and these can run very high. Adults working with younger children should be sensitive to these needs to support and will support and help all the children including helping them to understand and express their feelings appropriately.

Activities are planned to help support the children's social and behaviour skills. This is done through repeating experiences, using stories and early role play.

We will encourage and praise the children focusing on the positive and not the negative.

We will provide flexible routines that allow babies to pursue their interests which should reduce the incidents of frustration and conflict.

We will talk to the children at their level, gaining eye contact. We will endeavor not to use the word **no** or **naughty** as a one-word response and use such sentences as "be careful", "that's not a nice thing to do"; showing disapproval by a stern look and tone of voice.

Biting and tantrums are quite common for this stage in a child's development and are dealt with calmly and consistently, without giving the child the wrong attention. Babies learn and develop through their senses; the main way that babies do this is by exploring with their hands and mouth. The reason they do this is because the mouth is where most nerve endings are; and they use this to feel the different textures in their environment. However, this may mean on occasions they may bite others (this can also happen when teething). In our room we have a variety of resources that we encourage babies to use



when they wish to explore using their mouths, such as teething rings and teething dummies.

Language may need adapting to ages and stages and needs in the room to calm children including comforting. Extending language to more verbal children by having discussions at each appropriate level of understanding should be used.

All staff should follow "guidelines for good behavior" and deal with situations in the same way.

When dealing with unwanted behaviour any disapproval will be directed at the behaviour and not at the child, all behaviour should be dealt with in a calm manner.

This should be short and to the point.

The child may sit away with an adult for no longer than a minute.

When feeding back information to parents about behaviour incidents make sure you use positive not negative language, that you keep the discussion confidential and that you offer advice and support to the parents.

Incidents should be recorded on an incident sheet; these are confidential and should only be shown to the parents of the child who has displayed challenging behaviour. When talking to the parent's staff should refrain from naming the other child involved.