



Ditton Nursery School

Behaviour Management Policy

Rationale

In our School we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect. We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions and consider the welfare and well-being of others. Children's behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs.

Implementation of the policy in our Centre

It is the responsibility of the Head Teacher to:

- produce a written policy statement which includes the School's commitment to developing children's positive and acceptable behaviour.
- produce a written policy statement which specifically refers to the School's commitment to dealing with bullying behaviour and the procedures that should be followed to deal with this issue.
- identify in the policy statement specific procedures and guidelines that all staff, including students and volunteers, should follow to manage children's behaviour.
- ensure that a copy of the policy and procedures is given to all staff, including students and volunteers and others working with the children in the School.
- identify a named member of staff with responsibility for behaviour management issues. This person should have the skills to support staff and liaise with other agencies for further advice and expertise.

The named person with responsibility for matters relating to behaviour management issues is Suzanne Elson / Gail Vaughan Hodkinson.

- ensure that all staff have training in behaviour management.
- ensure that all staff, including students and volunteers, do not use any form of physical punishment.
- ensure that all staff, including students and volunteers, do not use any form of physical intervention, unless this is necessary to prevent children from causing harm to themselves, to others or serious damage to property. All such incidents are recorded and reported to parents on the same day.

- ensure that all staff, including students and volunteers, are made aware of the national guidelines relating to any form of physical intervention or restraint in educational settings and follow these guidelines (DfEE circular 10/98).
- ensure that all staff, including students and volunteers, when responding to unacceptable behaviour do not humiliate children, segregate them or deprive them of food, warmth or comfort.
- specifically identify behaviour that is unacceptable within the School for staff, parents and children.
- arrange appropriate use of staff to support young children in developing relationships with other children and resolving conflict successfully.
- actively promote high expectations of children's behaviour within the School.

Our Practice

- We organise the indoor and outdoor learning environment so that it has a positive impact on behaviour in terms of space, access and choice of activities.
- We take a positive and consistent approach towards managing children's behaviour following the strategies within the Behaviour Management Pyramid. (See below)
- We handle issues of behaviour in ways appropriate to the child's stage of development and level of understanding.
- We encourage appropriate behaviour in all interactions with children and staff, showing that good behaviour is valued.
- We encourage children to be aware of the School's routines and procedures.
- We establish clear expectations and boundaries for behaviour, appropriate to the children's level of understanding.
- We record all significant incidents relating to behaviour.
- We identify and implement strategies that encourage positive behaviour.
- We deal with negative behaviour using the strategies within the Behaviour Management Pyramid.

Acceptable Behaviour

We expect children and staff to behave in a manner that reflects the principles of the policy in ways that supports everyone's right to learn, be safe, and be treated with respect. Children of all ages are encouraged to:

- Enjoy learning and engage in positive interactions with both adults and children.
- Speak to others in appropriate ways.
- Treat others with respect.
- Care for members of the community.
- Behave positively and contribute to the positive ethos of the centre.

It is the responsibility of everyone in the School to promote our nurturing ethos and to make positive choices about their behaviour, take responsibility for their own actions and to promote the development of positive self-esteem and wellbeing.

Encouraging positive behaviour

Positive behaviour is consistently reinforced and staff model appropriate behaviour in their interactions with each other and with children. Children are provided with consistent positive encouragement and specific recognition when they do demonstrate positive behaviour. Through

EYFS and the teaching of PSED, the fundamental rights of all those in the School are reinforced. Practitioners adopt a positive and empathetic manner when responding to children and each other.

- We encourage positive behaviour through play and learning activities.
- We model appropriate behaviours in different contexts by playing with the child.
- We help to support children's self-esteem by enabling them to be successful in play experiences and activities.
- We encourage responsibility in caring for others and the environment.
- We use praise specifically related to the children's actions or behaviours.
- We have clear expectations with regards to acceptable and unacceptable behaviour using effective limit setting.
- If necessary, we refocus the child's attention on another activity.
- We demonstrate that the child is still valued even if his/her behaviour is unacceptable.
- In some cases children will be given time out as a cooling off period away from the situation where the negative behaviour was taking place.
- We encourage the children to express openly their feelings/likes and dislikes.
- We help the children to understand the consequences and effects of their behaviour on others.
- We help the children to develop strategies to challenge bullying.
- We support the children to resolve conflicts with other children.

Rough and tumble play, hurtful behaviour and bullying

Our procedure has been updated to provide additional focus on these kinds of inconsiderate behaviours.

Rough and tumble play and fantasy aggression

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 teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- 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.

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, but 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 of 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 normal 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 help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry."
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one."
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. 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.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - 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 to The Educational Psychology service or Contact and Referral Team where necessary.

Bullying

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

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.

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- we do not label children who bully as 'bullies';
- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Rewards and Sanctions

We use the **Behaviour Management Pyramid** throughout the School.

- **Play with the child:** Staff will engage with children in play, encouraging and modeling positive behaviour.
- **Praise, Incentives, Rewards:** Verbal praise is used as an incentive and to reinforce positive behaviour. Positive behaviour is recognized and celebrated.
- **Effective Limit Setting:** Clear expectations are set and language kept to a minimum when giving instructions around behaviour, using the child's name to ensure focus.
- **Ignore, Distract, Redirect:** Negative behaviour is ignored and attention redirected onto something positive. The behaviour is ignored, not the child.
- **Timeout:** If negative behaviour continues or escalates after all these strategies have been used then the child may need to be removed from the situation and given a cooling off period somewhere where they can be supported to deal with any negative emotions.

Additional Support

Additional support is available through the School's SEN system. We recognise that some children may need more support than others to develop their skills and staff are encouraged to act on concerns about a child's learning, behaviour or emotional development as early as possible.

Consistent behaviour problems may lead to SEN support and recording. The School may also consider the involvement of Social Care and Health Services with consultation and support from parents.

Support for Parents/Carers in developing their child's Social and Emotional Development and Behavioural skills

Ditton Nursery School offers support to parents in all aspects of their child's learning and development. Ditton Nursery School encourage parents' understanding of appropriate behaviour by

enclosing a copy of the behaviour policy with the prospectus pack and on the school website. Key persons will discuss any concerns with parents to engage their support.

Parents are always involved when their child is recorded as requiring a behaviour plan.

Staff Development

The School uses a range of professionals and agencies to provide INSET as required and staff can access courses run by the Local Authority.

Monitoring

This policy is regularly reviewed. A paper copy is available in the staff handbook and the handbook for governors.

Any complaints arising from the implementation of this policy should follow the complaints procedure