



Batford Nursery School and Day Care

Behaviour Management Policy

Next Review date: September 2020

Signed..... Headteacher

Date:

Signed..... Chair of Governing Body

Date:

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Rationale

Batford Nursery School & Day Care expects high standards of behaviour and conduct from children, staff and parents to ensure the safety and happiness of everybody in the setting.

Behaviour Policy Statement

Our setting believes 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.

Aims and expectations of the Behaviour Management Policy

- To promote positive relationships by working with all adults and children to create an environment in which everyone can make a positive contribution and feel valued and respected.
- To teach children to behave in socially acceptable ways and to understand the rights and needs of others.
- To promote an inclusive environment which supports the diverse needs of all adults and children.
- To work in partnership with parents/carers in supporting children's personal, social and emotional development.
- To work with other agencies where appropriate, to ensure that a child or family receive the best and most relevant support for their needs.

Methods

We expect the Headteacher, Nursery Teachers and Day Care Managers to:

- keep her/himself up to date with legislation, research and thinking on promoting positive behaviour and responding to children's behaviour where it may require additional support;
- access relevant sources of expertise on promoting positive behaviour.
- ensure that all staff have relevant in-service training on promoting positive behaviour and keep a record of staff attendance at this training.

All staff have a responsibility for supporting personal social and emotional development including issues concerning behaviour.

- We expect all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- We expect all members of our setting, children, parents, staff, volunteers and students to keep to the guidelines, requiring these to be applied consistently.

We expect parents to support their child's learning and development, and co-operate with the school as set out in the Home School Agreement.

Strategies for supporting children

- We expect everybody to listen to the children.
- We expect everybody to speak to the children with a positive tone.
- We support each child in developing a sense of belonging in our setting, so that they feel valued and welcome.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support children's transition both within the setting and to other settings and prepare them for the move to school.
- We support social skills through modelling behaviour, activities, drama and stories.

- We praise and acknowledge considerate behaviours such as kindness and willingness to share as a way of encouraging all children to develop these behaviours.

We use the visual aids of 'Batford Owls' to support our agreed learning behaviours;

To look after things

Be helpful

Good listening

Be kind

Do things by myself.

- We ensure that there are sufficient resources and activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We encourage children to find their voice, to inform staff about upsetting incidents and also learn to say no.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- We are aware the sharing and turn taking takes time to develop.
Development Matters
PSED Managing Feelings and Behaviour 30-50 months Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.

- We only pick up children in circumstances where deemed necessary e.g. to remove a child from danger. (This does not include children 0-3 years)
- We use Makaton/symbols to support our communication and explanations to children when talking to them about their behaviour.
- We expect all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development.
 - These strategies should use language that focuses on considerate behaviour and positive phrasing rather than the negative. "Please remember to use kind hands when you are playing with your friends".
 - Solutions may also include acknowledgement of feelings "I can see you are feeling cross and angry because you would like a turn with the train".
 - Explanation as to what was not considerate and to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "I can see that you would like a turn but pushing is not kind and it hurts".
 - Solutions to help resolve conflict and to gain control of feelings. "When you have calmed down/stopped crying you can go and use your words and ask for a turn, saying 'Can I have a turn now please?' or 'When you have stopped crying let's see if we can find another train so that we can be friends and play together.'
- Children may be removed from a group or activity if their behaviour is disrupting other children or threatening their safety. It may sometimes be necessary to remove the group rather than the child to avoid undue physical force. Staff will support children to understand why their behaviour was inappropriate. More disruptive or challenging situations will be brought to the attention of the Headteacher.
- Adults must be mindful of not isolating themselves with a child when unacceptable behaviour is being dealt with to protect themselves from allegations of malpractice.
- We recognise that some young children may not have the necessary language or find dealing with their own emotions, such as fear, anger, distress difficult to regulate. They may have tantrums, fight or bite and require a sensitive response from adults to help them deal with these emotions and resolve issues.
- We recognise that some children engage in fantasy play that involves rough and tumble, superhero or weapon play. This type of play is normal for young children and is acceptable within limits. If this play becomes inconsiderate then appropriate adult intervention and support will be used.
- We will make every effort to discuss with parents any significant issues that occur on the same day and to work together with them to address any issues to try and prevent incidents such as this reoccurring.

- 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.
- Aggressive incidents that are intentional will be logged on CPOMS and parents will be informed of the circumstances of what has occurred.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. All staff are aware of the main reasons for very young children to engage in excessive hurtful behaviour.
- We work in partnership with children's parents to address reoccurring inconsiderate behaviour. Parents are regularly informed by the nursery teacher or child's key person about all aspects of their children's behaviour. We use observations and analyse behaviour to understand the cause. We use ABCC charts (Antecedent, Behaviour, Consequence, and Communication) to record this. We are consistent in our approach and with the appropriate response. This may include involving other professionals from other agencies and implementing individual learning plans or risk assessment management plans.
- Staff use professional knowledge and judgement in situations involving physical contact with children. Working with such young children means that physical contact can occur in a variety of circumstances e.g. comforting a distressed child, holding a hand on a walk, giving a child a 'side on' cuddle as a means of praise.
- We take hurtful behaviour very seriously. In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame. Incidents of racial abuse will be logged on the Child Protection Online Management System (CPOMS) and reported to the Governors.

Record keeping

- When a child has hurt another child, displayed inappropriate behaviour or has shown challenging behaviour on a more regular basis it is recorded on CPOMS
- When there are more frequent challenging behaviour practitioners use the ABCC which is recorded on CPOMS.
- Where a child continues to display negative behaviour the key person and SENCO will work in partnership with the parent/s using records to establish an understanding of the cause.
- Parents/carers will be invited to a meeting and an Individual Behaviour plan (IBP) will be decided together. The emphasis is on improvement through positive strategies and inclusion, enhancing the child's self-esteem while making clear what behaviour is unacceptable and the effect of this behaviour.
- Regular monitoring of the incidents logged on the CPOMS enables us to address repeated actions before they develop into regular patterns of inappropriate behaviour.

- Serious behaviour management issues, and how these have been dealt with, will be reported to the Governing Body within the termly Headteacher's report.
- Permanent exclusion will only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- The decision to exclude a pupil must be lawful, reasonable and fair.
- Should parents or carers be unhappy with any aspect of Batford Nursery School and Day Care's behaviour management procedure they should discuss the problem with their Key Person in the first instance. Anyone who feels unable to talk to their Key Person or is not satisfied with their comments should ask to speak to the Headteacher. In the event of a formal complaint parents/carers should follow the procedure in the 'Complaints Policy'.

Staff attended STEPS TRAINING JULY 2018 and use this guidance in their everyday practice

Positive Physical Management

There are occasions when staff will have physical contact with children for a variety of reasons e.g. to comfort a child, to reinforce praise, to direct a child, for personal care and physical activities.

In all situations where physical contact takes place staff will consider the child's age and level of understanding, the child's individual characteristics, health and history and the location.

If a child is likely to be at risk from harm if staff do not physically intervene, staff will take action. The action that will be taken will be dependent on the risk assessment that is made at the time. Staff will record the use of physical interventions and ensure the Headteacher or member of the SLT is informed. Details of such an event are recorded on CPOMS (Online record keeping tool). Parents/Carers will be informed.

Bullying

At Batford Nursery School and Day Care we define bullying as repeated patterns of behaviour intending to hurt someone either physically or emotionally.

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 to another. This could be in the form of physical abuse, name calling or making threats.

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 circumstances causing them to express their anger in negative ways towards others;
- 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.
- 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 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.
- Any incidents of bullying will be recorded on CPOMS and will be reported to the Governing Body within the termly Headteacher's report.

