Rye Park Nursery School Centre

Behaviour management policy

POSITIVE ATTITUDES
(Incorporating anti-bullying and physical intervention)

Statement of intent

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.

Aim

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the Early Years Foundation Stage for supporting personal, social and emotional development.

Methods

All staff have responsibility for supporting children's 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 as part of our induction process, and expect them to apply these consistently.
• We recognise that approaches for interacting with other people vary between cultures and require staff, students and volunteers to be aware of, and respect, those used by members of the setting.
• We work in partnership with children's parents and carers to address recurring and inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies for supporting children

• We expect everybody to listen to children.

• We expect everybody to speak to children with a positive tone.

•We support each child in developing a sense of belonging in our school, so that they feel valued and welcome.

• We support each child in developing self-esteem, confidence and feelings of competence.

• We praise and acknowledge and actively promote desirable behaviour such as kindness and willingness to share as a way of encouraging all children to develop these behaviours.

• We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.

• We only pick up children in circumstances where deemed necessary e.g. to remove a child from danger.

• We ensure that there are adequate toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing or waiting for turns.

• We are aware that skills such as sharing and turn taking take time to develop.

•We encourage children to find their voice, to inform staff about upsetting incidents and also to learn to say no.

• We recognise that some very 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 they require sensitive 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 expect all staff, students and volunteers to use positive strategies for handling any conflict or undesirable 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 the desired behaviour rather than the negative e.g. "Please remember to have kind and gentle hands when you are playing with your friends."
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> ❖ Solutions may also include, acknowledgement of feelings "I can see that you are feeling cross and angry because you would like a turn with the car."
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> ❖ Explanation as to what was not acceptable, "I can see that you would like a turn but pushing is not kind and it hurts."
>
> ❖ We support children to gain control of their feelings so that they can learn a more appropriate response, "When you have stopped crying you can go and

use your words to ask for a turn, saying 'Can I have a turn please?'" or "When you have stopped crying, let's see if we can find another car so that you can be friends and play together."

•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.

• Children may be given a very short period (no more than 5 minutes) of 'time out' or may be removed from a group or activity if their behaviour is disrupting other children or threatening their safety. This may be on a chair away from the activity or group or in more disruptive or challenging situations it may be necessary for them to have their 'time out' in the Headteacher's office. A sand timer will be used to show the child when the 'time out' has finished.

We take hurtful behaviour very seriously. In cases of serious misbehaviour, such as racial or other abuse, or intentional aggressive and hurtful behaviour, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.

• Aggressive incidents will be logged in the 'School Incident Folder' and all parents will be informed of the circumstances of what has occurred.

• We will make every effort to discuss with parents any incidents 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.

• Incidents of racial abuse or bullying will be logged in the 'School Incident Folder'.

• We work in partnership with children's parents to address reoccurring unacceptable or undesirable behaviour. Parents are regularly informed about all aspects of their children's behaviour by their Key Worker. We use observations to help us understand the cause and to look for patterns in children's behaviour and decide jointly how to respond appropriately. This may include involving professionals from other agencies and writing 'Individual Education Plans' or a 'Behaviour Management Plan'.

• 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.

• Staff attended 'STEPS' training in May 2015 and follow the statements from Hertfordshire's **'Model Restrictive Physical Intervention Policy for Schools'**

ACCEPTABLE FORMS OF INTERVENTION AT
RYE PARK NURSERY SCHOOL CENTRE

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

_ to comfort a pupil in distress (so long as this is appropriate to their age);

_ to gently direct a pupil;

_ for curricular reasons (for example in PE, Drama etc);

_ in an emergency to avert danger to the pupil or pupils;

_ in rare circumstances, when Restrictive Physical Intervention is warranted.

_ In all situations where physical contact between staff and pupils takes place, staff must consider the following:

_ the pupil's age and level of understanding;

_ the pupil's individual characteristics and history;

_ the location where the contact takes place (it should not take place in private without others present).

Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the participants neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints.

It will not become a habit between a member of staff and a particular pupil. [Should a pupil appear to enjoy physical contact this must not be sought via Restrictive Physical Intervention.]

•We use physical restraint, such as holding, only to prevent physical injury to the child themselves, other children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Head and are recorded in the 'School Incident Folder'. The child's parents are informed, wherever possible, on the same day.

• Regular monitoring of the 'School Incident Folder' 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 Rye Park Nursery School Centre's behaviour management procedure they should discuss the problem with their Key Worker in the first instance. Anyone who feels unable to talk to their Key Worker 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'.

Children under three 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 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.

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 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 experienced. 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? It made you feel angry, didn't it, and you hit him'.

- 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. All staff are aware of the main reasons for very young children to engage in excessive hurtful behaviour.

Bullying

Definition of Bullying - DfE January 2014
'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences'.

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.

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.

- any incidents of bullying will be recorded in the log and reported to the LA in the annual return.

- This policy is reviewed annually

Issue	Date	List of changes	Approved by	Authorised by
1	July 2015	None	Neil Harvey	Helen Ackerman
2	September 2016	Policy is now more positive Policy includes acceptable forms of intervention re: STEPS training	Neil Harvey	Helen Ackerman

Chair of Governors: Neil Harvey	Headteacher: Helen Ackerman