



Greenfield Nursery School

Behaviour Management Policy

Statement of intent

At Greenfield Nursery we believe that children flourish 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 a socially acceptable way and to understand the needs and rights of others. This is a fundamental aspect of our curriculum and supports learning in all other areas (of the Early Years Foundation Stage)

Methods

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

- We require the Headteacher, teachers, Pre-school Leader and Day Care Manager to:
 - keep her/himself up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
 - access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development
 - check that all staff have relevant in-service training on promoting positive behaviour. We record staff attendance at this training.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.
- We require 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 work in partnership with children's parents to address children's reoccurring unacceptable or undesired behaviour. Parents are regularly informed about their children's behaviour by their key person. We use a range of observation techniques to record and observe patterns of behaviour and decide jointly how to respond appropriately.
- [Copies of `Managing Difficult Behaviour` are available for parents who find their child's behaviour challenging at home.](#) Parents may be signposted to support including parenting courses or one-to-one advice at Greenfield Children's Centre.

Strategies for supporting children

- ✓ We expect everybody to listen to children
- ✓ We expect everybody to speak to children in a positive tone of voice
- ✓ We support each child's developing self-esteem, confidence and expression of feelings
- ✓ We support each child to develop a sense of belonging in our setting.
- ✓ We use praise and acknowledge desirable behaviour such as willingness to share and kindness as a way of encouraging all children to develop these behaviours.
- ✓ We ensure there are enough popular toys, resources and sufficient activities available so that children are actively engaged without the need for unnecessary conflict over sharing or waiting turns.
- ✓ We expect all staff, students and volunteers to use positive strategies for handling conflict between children or undesired behaviour by helping them to find solutions in ways that are appropriate for the children's age and stage of development.

These strategies *should use language that focusses on the desired behaviour* rather than the negative e.g. "Please remember to have gentle hands when playing with your friends"

Solutions may include, an **explanation as to what was not acceptable**, "I can see you wanted the ball, but pushing hurts" **acknowledgement of feelings**, "I can see you are cross because you wanted a turn with the trains", and **supporting children to gain control of their feelings**, so that they can learn a more appropriate response, "When you have calmed down, let's see if we can find another train so you can play together and be friends"

- ✓ We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
 - ✓ We help children to understand the effect of their hurtful behaviour on others; **we do not force a child to say sorry**, but encourage this where they are genuinely sorry and wish to show this to the hurt person.
 - ✓ Children may be given a very short period (no more than a few minutes) of "**Calm Down Time**" if their behaviour is disrupting other children or threatening their safety.
- We work in partnership with parents to address undesirable or reoccurring behaviour. Parents are regularly informed of their child's behaviour by their key person. We use a range of observations to help us understand the behaviour and look for patterns within the behaviour and decide jointly how to respond appropriately. This may include **involving other agencies** and writing an Individual or Behaviour Support plan.
 - Aggressive incidents will be logged in the Incident Book and both sets of parents informed of the circumstances of what has occurred.
 - We will discuss with both sets of parents any incidents that occur on the same day and work together to address any issues and try to prevent the reoccurrence of such incidents.
 - Incidents of racial abuse or bullying will be logged in the office and reported to the Local Authority on the annual return.

Children under three years

- The year between two and three is a very exciting one but can also be a very challenging one. Toddlers are making the discovery that they are an individual separate from their parents. They are driven to assert themselves, their likes, dislikes and to act with some independence. Toddlers also have developing language that help them express their ideas, wants and needs. At the same time toddlers are not able to understand logic and have difficulty waiting and little self-control. Some behaviours we may see include; meltdowns, saying no (when often they mean yes!), angry outbursts and frustration and will not settle for a substitute. **Biting is a very common and distressing action for both child, other child and parents.**
- Toddlers may bite for many reasons, e.g. lack of language skills, are experimenting to see what happens, are over tired, are teething or are overwhelmed by sounds, light or activity around them.
- Staff will work with parents to support them through this difficult phase suggesting possibilities such as distraction, offer an alternative to biting, suggest ways to turn take, or offer a suitable chewy to legitimately bite on as a distraction or oral feedback. **Shaming and harsh punishment do not reduce biting.**
- All staff working with our youngest children have a range of strategies to try. These include, talking about and labelling feelings so that children can understand the feelings they have, using sand timers to negotiate turns, giving a limited choice from two items, and simple turn taking games.
- Staff remain calm and patient and talk about how to help resolve issues and promote understanding.
- This is a useful website to support parents <http://forum.familylives.org.uk/forum/>

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.
- We ensure that children who do not want to be involved in this type of play are not brought into the game by other children, e.g. by 'shooting' at them.

Anti 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 to 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 very often have difficulties themselves and may not be able to empathise with others. For this reason we **do not** insist they say `sorry` unless it is clear they feel genuine remorse for their actions. **Empty apologies are just as hurtful to the bullied child as the original behaviour.**
- We work in partnership with parents of both children to explain what has happened, work out a plan for handling the child's unacceptable behaviour. We reassure the victim's parent and explain that the perpetrator is being supported to develop emotional and social skills to help recognise unacceptable behaviour.
- Any incidents of bullying will be recorded in the log.

If we have concerns about the behaviour of a child from Hurst Drive School we will discuss this with the relevant member of staff (Headteacher, teacher or SENCO) and if appropriate work with the school to support the child's management of their behaviour.

Reggie Enti		Deborah Harrison	
Chair of Governors		Headteacher	
Reviewed 21.03.17			

