

## STONEYHOLME NURSERY SCHOOL



### Positive Behaviour Management Policy

#### Statement of Principles

Our nursery believes that children flourish best when they know how they are expected to behave. Children gain respect through interaction with caring adults who show them respect and value their individual personalities. Positive, caring and respectful behaviour will be encouraged and praised at all times in an environment where children are encouraged to make close attachments/relationships with others, have a strong sense of well-being and sense of belonging within their community and develop an independence and sense of control over their lives and choices they make. We believe that this environment will underpin children's chances of developing essential life skills, enabling them to be successful individuals in a diverse society in which we all live.

We will actively promote Fundamental British Values and in particular for the purposes of this policy: The Rule of Law and Mutual Respect and Tolerance.

#### **As part of the focus on managing feelings and behaviour:**

- Staff will ensure that children understand their own and other's behaviour and its consequences, and learn to distinguish right from wrong.
- Staff will collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand that rules apply to everyone.

#### **As part of the focus on people & communities, managing feelings and behaviour and making relationships as cited in personal Social and Emotional development and Understanding the World:**

- The head teacher staff and governors of the school will create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children will be taught to acquire tolerance and appreciation of and respect for their own and other cultures and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff will encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staff will promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value diversity of children's experiences and providing

resources and activities that challenge gender, cultural and racial stereotyping.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the nursery we aim to set these boundaries in a way which helps the child to develop a sense of significance of their own behaviour, understanding the personal consequences of their actions and also the impact and effect it has on others.

**We aim to:**

- Provide a key Person system enabling staff to build a strong and positive relationship with children and families.
- Promote positive relationships that are warm and loving, fostering a good sense of belonging.
- Be sensitive and responsive to children's individual needs, feelings and interests.
- Develop self-sufficiency through the continuous provision.
- Be supportive of the child's own efforts and independence. Staff work hard in encouraging and promoting sustained shared thinking, encouraging the development of lifelong independent learning skills.
- Provide an environment that promotes challenge, independence, exploration and high levels of involvement. These being valued as essential in stimulating a thirst for learning within our children, equipping them with a positive disposition and attitude towards their future learning journeys.
- Provide a rich diverse environment, in which all children can relate to, demonstrating value of all people, across all cultures and communities.
  
- Support children to develop a positive sense of their own identity and culture, providing and enabling environment and valuing uniqueness.
- Value and respect all children and families equally.
- Ensure early identification of additional needs and make early referrals as necessary to gain additional support.
- Provide a safe environment in which children feel safe and secure.
- Ensure that staff act as positive role models for children.
- Work in close partnership with parents by communicating openly and sharing learning experiences.
- Ignore negative behaviour where possible and use a positive statement to reinforce expected behaviour. Praise positive behaviour.
- Have a named person who has overall responsibility for issues concerning behaviour.

The named person **Lisa Nicholson** (SENCo) will advise other staff on behaviour issues and will attend appropriate training in Behaviour Management. **Mrs Ashraf** (Headteacher) will keep up to date with legislation and research and support changes to policies and procedures in the nursery.

## **Strategies to reward children who engage in appropriate behaviour**

### **Strategies:**

- Acknowledge when children have demonstrated appropriate behaviours such as kindness, friendliness, sharing, waiting etc:
- Smiles, thumbs, cuddle etc.
- Verbal praise/stickers/certificates individually and/or in key groups, e.g. through the kind heart reward system.
- Verbal comments to parents
- Support children to develop a sense of belonging so that they feel valued, supporting each child with developing self-esteem, confidence and feelings of competence.
- Ensure that there are enough resources in order to prevent unnecessary conflict over sharing and waiting for turns. With popular activities, support children to wait their turn in a positive way.

## **Strategies to support/deal with children who engage in inappropriate behaviour**

We recognise that where children display behaviour that challenges us as adults, there will always be an underlying reason and we will work to understand this. The following strategies will be used to support staff in working with the child positively, continually using observation and assessment to identify the possible reasons for the displaying of difficult behaviour. Key Person will work closely with the SENCO, parents and outside agencies where appropriate to meet all individual's needs.

### **Strategies:**

How to deal with inappropriate behaviour immediately

- Immediately go into the area and stop the unacceptable behaviour.
- Talk to the child and calmly explain why the behaviour is not acceptable.
- Gather information – ask them for information about the situation, what happened and why.

- Acknowledge feelings – restate what they have said or ask them how they feel or let them know what you have seen them expressing
- Discuss what the possible consequences of the behaviour could be and that they must not do it again.
- Watch the child for a short period of time to ensure the behaviour has ceased
- If the behaviour continues then the child will be provided with some time out to calm down or be distracted and refocused into another activity. This depends on the level and circumstance of the displayed behaviour.

#### Important strategies/information to note

- If children have behaved inappropriately, help them to understand the outcomes of their actions and support them in learning how to manage a similar situation differently in the future.
- Avoid situations where children's inappropriate behaviour is rewarded with adult attention (whether positive or negative e.g. cuddling or shouting)
- Physical punishment such as smacking or shaking is never used; children are not threatened with these.
- Physical restraint, such as holding against their will, is used only to prevent physical injury to children, adults or significant damage to property. Procedures relating to such an event are outlined in the Care and Control Policy.

#### Dealing with more difficult and persistent behaviour management issues:

- Children need to feel calm, secure and comfortable for them to engage in learning. Sometimes, children experiencing difficulties may display unacceptable behaviour, which may be linked to an underlying reason.
- If this is the case, the SENCO will closely monitor the child and implement an individual behaviour management plan, individual to that child.
- Space for time out will be provided for children experiencing great difficulties. This space is to enable the child to access a quiet space in which they can calm down, in order for them to be able to successfully reintegrate back into nursery and join in with activities on offer, when they are both physically and emotionally ready.
- Parents will be informed if their child is persistently unkind to others or if their child has been upset. In all cases inappropriate behaviour will be dealt with in nursery at the time. Parents may be asked to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between home and nursery. On some cases we may request additional advice and support from other professionals, such as an educational psychologist or child guidance counselor, but this will be with your consent.
- Confidential records will be kept on any negative behaviour that has taken place. Parents / carers will be informed and asked to read and sign entries concerning their child.

- If a child requires help to develop positive behaviour, every effort will be made to provide for their needs.
- Through partnership with parents / carers and formal observation, staff will make every effort to identify the unwanted behaviour and the causes of that behaviour. From these observations and discussions an individual behaviour modification plan will be implemented and shared with parents / carers.

### **Hurtful Behaviour**

Staff 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. This is not 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without understanding of the feelings of the person they have hurt.

- Staff 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. Staff will help them to manage these feelings as the children have neither the biological means nor the cognitive means to do this for themselves.
- Staff 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 fear or anger.
- In order to help this process staff offer support, calming the child who is angry. 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 to manage his or her own feelings.
- If appropriate, staff will calm children through holding and cuddling, demonstrating to the child that they are still valued. Older children will be offered an explanation of the behaviour and the distress it has caused at a level appropriate to their developmental stage in order to support their understanding.
- Staff support children to understand their emotions by naming them and helping children to express them, making a connection between the event and the feeling. Older children will be encouraged to talk through their feelings which motivated the behaviour and discuss what they could do in the future to prevent the behaviour from recurring.
- Children are helped to learn to empathise with others, understanding they have feelings too and that their actions impact on others' feelings, e.g. "When you hit xxx, it hurt him and he didn't like it and it made him cry."
- Staff recognise that until a child can understand the effect their hurtful behaviour has had on another they should not force the child to say sorry. Children are encouraged to apologise for their behaviour only when it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- Staff are aware that the same problem may recur several times before children have developed appropriate skills. Children will need repeated experiences with conflict resolution, supported by patient, consistent and understanding adults before they develop the necessary cognitive skills.
- Children are supported through the curriculum to ensure that they have opportunities through stories, puppets, and other activities to develop self-esteem and confidence; the key person supports children to recognise their emotional needs through the close and committed relationship they have with them.

## **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 inappropriate at times and may need addressing using strategies as above.

- Staff recognise that rough and tumble play is normal for young children and acceptable as long as others do not get harmed. This kind of play is pro-social and not problematic or aggressive.
- Staff develop appropriate strategies with the children in order to agree and understand acceptable behavioural boundaries to ensure others are not hurt.
- While fantasy play can contain violently dramatic scenarios such as blowing up and shooting, we recognise that the main themes are around 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- Staff engage in the children's play with them and as such are able to perhaps 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

## **Nursery Boundaries**

Rules and boundaries are applied through positive strategies and effective role modelling from adults. Boundaries that are encouraged are:

- No running indoors
- Be kind
- Be helpful
- Be considerate
- Be respectful towards others
- Be respectful towards nursery resources
- Good sitting, good listening and looking during group and storytime.

We encourage and support children to be able to inform staff if they are upset or someone has done something unkind. Young children find it very difficult to be able express their feelings and communicate their needs. Staff work hard with children to be able to support them and model appropriate language for them.

## **Bullying**

Staff take bullying very seriously. Stoneyholme Nursery School fully agrees and has adopted LCC's guidance that 'every school must have measures....to prevent all forms of bullying amongst pupils.'

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 and is often motivated by prejudice against particular groups or it might be motivated by actual differences between children, or perceived differences

Should bullying take place in nursery, staff will follow the policy and procedures in the Anti-Bullying Policy.

## **Exclusion**

An exclusion has never taken place at Stoneyholme Nursery School and we aim for no child to be ever excluded in the future. Our children are so young, that any difficult behaviour displayed by a child, is usually a form of communication, indicating that the child is having difficulty. If extreme behaviour is displayed and is beyond normal stage of development behaviour then support would be sought from outside agencies in order for further assessments to be undertaken. We would work in very close partnership with parents. If we felt the displayed behaviour was due to difficult home situations then a referral would be made with parental consent in order to gain support for the whole family. In school the SENCO and DSP (as appropriate) would work very closely with the family to meet the needs of the child.

## **Care and Control**

Due to the age of our children, physical contact will need to be made in order to meet the basic needs of our children and in some circumstances to support and promote a good sense of well-being and the development of secure and trusting attachments.

This policy aims to define what is and what isn't appropriate physical contact.

Positive experience of touch is essential to the healthy emotional development of children. However, in the interest of both the children and staff some practices that could be interpreted as abuse must be avoided. It is therefore appropriate to outline the school's definitions and principles.

### Definitions

Physical Contact is the normal daily contact we have with the children. This would be appropriate for situations where:

- We are showing that we care for the child's well-being.
- Curriculum activities require physical contact e.g. physical movement/hand over hand instruction
- Contact which for the child would be considered normal e.g. holding hands outside.

Within this section we would use the term "positive touching".

Physical Intervention is the specific use of physical contact to remedy children's behavioural problems, but is with the compliance of the child, e.g. Hand on a shoulder to prevent running or a hand placed round a shoulder to remove a child from a situation with minimum of fuss.

## **Principles**

Positive Touching, to include sitting on a knee, holding hands and gentle hugging is healthy and should be acknowledged as a positive action when it is:

- Initiated by the child.
- In a public context.
- Acceptable to the adult.

While staff should not prevail upon a reluctant child to sit on their knees, a knee may be offered if it is felt to be appropriate to the child's stage of development.

Touching from a child that is judged by staff to be positive in intent, but inappropriate in its execution, should be kindly deflected by the offer of more comfortable contact, e.g. where a child would constantly wish to sit on a knee they should be encouraged to lessen this and sit alongside the adult.

It is healthy and acceptable for adults to initiate positive touching providing:

It is in a public context.

The child has the opportunity to say 'no' and 'step out' of the situation (e.g. invite rather than give a hug, offer a knee).

It is appropriate to the child's developmental age.

Whilst we are aware of the children's need of a positive physical contact, we must also demonstrate that we are rigorous in matters of child protection. Therefore the principles must be within our everyday practice.

It is important that, as not every adult in a child's life may be a safe person to touch or receive touches from, children should be able to learn they have the right to say 'no' and in doing so be respected.

### **Reasonable Force**

There may be times when reasonable force/physical control/restraint may be necessary in order to keep the child or children safe, if a child or children are behaving in an unsafe/physically hurtful way. Staff may have no other option but to positively step in and control the situation/behaviour.

We fully understand and follow LCC's guidelines on what is reasonable force, who can use it and when, is as follows: (detailed guidance is available on request)

### **Confiscation of inappropriate items**

Depending on the age of the child, if any inappropriate items were found on any child, then this would be confiscated and parents contacted to find out how the child had got hold of the item. Depending on what they item was and parents explanation etc., it may be a welfare issue that would need to be dealt with and a referral made as appropriate.

### **Complaints**

See complaints procedure

### **Roles and Responsibilities**

The governing Body is responsible for setting general principles that inform the behaviour policy.

The Headteacher is responsible for developing the behaviour policy.

All staff are responsible for following the policy and procedures and implementing it into practice.

### **Consultation, monitoring and evaluation**

The Governing Body, Headteacher and all staff have been involved in the writing of this policy and will monitor and evaluate it annually.



