



Hylton Red House Nursery School Achieving Positive Behaviour Policy

Our Core Values

Integrity	Independence	Responsibility	Enjoyment	Achievement	Partnerships	Inspirational
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Our Vision

We aim to ensure everyone is inspired to achieve, enjoy and develop together. Through a safe, stimulating, child-centred environment we can build strong partnerships with families and the wider community.

Equality and Diversity

At Hylton Red House Nursery School, we value and respect the diversity of individuals, our local community and the wider world. We seek to recognise our differences, to understand the needs of people within the groups identified as having protected characteristics and to ensure no one is treated less favourably through our policies and practices. The nursery upholds the values at the heart of the United Nations Convention on the Rights of the Child (UNCRC) and places them at the centre of our planning, policies, practice and ethos. Hylton Red House Nursery School is committed to supporting children with SEND. Our dedicated team work together to provide the support needed for children with SEND.

The fundamental British values embedded within the Early Years Foundation Stage Curriculum are upheld in all we do. Hylton Red House Nursery School seeks to protect children from, and build resilience to, radicalisation and extremist views.

Rationale

Hylton Red House Nursery School believes that children flourish when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We believe in strategies that raise children's self-esteem and actively promote good behaviour. Through this approach we aim to encourage a philosophy which fully encompasses the characteristics of effective learning. In short, we believe that an interested and motivated child is more likely to exhibit positive behaviour traits than one who is not.

Children need to learn to consider the views and feelings, needs and rights of others, and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within our curriculum.

Governors and staff are committed to safeguarding and promoting the welfare of children in our care through all our policies, procedures and practices. We expect all our pupils' parents and visitors to share this commitment and understanding.

Aims - What do we want for our children?

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. We aim to develop a positive self-image by praising and supporting, developing confidence through constant encouragement, enabling all children to succeed. We seek to promote empathy towards people and all living things by encouraging the children to share and to be considerate to others. We aim to operate within an ordered school environment and beyond, by helping the children to understand,

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respect and take responsibility for the environment they are growing up in - both indoors and out.

Principles

Our behaviour management principles require a policy that;

- Promotes and supports appropriate communications between the school, our children and parents/carers on the behaviour of individual children.
- Is so worded that it can be explained clearly to children in a developmentally appropriate way.
- Be based on widespread consultation amongst children, staff and parents/carers about acceptable standards of behaviour.
- Enhance the safety and welfare of children and staff, and their perceptions of safety.
- Make clear the links between acceptable children's behaviour and the quality of their learning, by promoting behavioural improvement as a means of improving learning and teaching and children's enjoyment of school.
- Encourage a healthy balance between, and a positive attitude towards, rewards and sanctions, to encourage good behaviour.
- Promote consistency of application and support appropriate continuing professional development for all staff.
- Be challenging, but realistic and appropriate, in supporting the school's development plan, as the school builds on its successes.
- Be transparent and well-focussed on inclusion, equality of application and match to each child's needs, in the context of gender, race, religion, sexual orientation and disability;
- Ensure that vulnerable children - such as those with special educational needs, physical or mental health needs, migrant and refugee children, and looked-after children - receive sensitive and well-matched behavioural support matched to their needs.

SEND Support

Hylton Red House Nursery School is committed to supporting children with SEND and we have achieved the 'Inclusion Quality Mark' in recognition of our work. Our dedicated team work together to provide the support needed for the individual needs of children with SEND. They receive up-to-date training on Special Educational Needs, as well as specific training relating to specific needs, including medical conditions. Hylton Red House Nursery School has an 'open door' policy which means parents can approach the school whenever they have a concern and time will be made for them.

The new 'SEND code of practice: 0 to 25 years' considers that developing a graduated response to the varying levels of SEN among children and young people is the best way to offer support, and this can include the needs of bullied children. We apply the 'plan, do, review, assess' model to our behaviour management strategies.

Environment:

The physical, social and emotional environment in which staff and children spend a high proportion of every week day has been shown to affect their physical, emotional and mental health and wellbeing as well as impacting on attainment (Jamal et al, 2013).

The environment is not only *physically* safe and secure for our children, but is *emotionally* a safe and secure space.

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Curriculum:

Our PSED curriculum is developed in order to promote an environment of mutual respect, where emotional health and wellbeing are embedded and stigma around mental health is removed. Across each term, staff plan for a specific focus upon aspects of physical and mental health and wellbeing so that children have opportunities to learn about themselves, others and the world around them. They learn to keep themselves and others safe and healthy. For example, every morning and at points throughout the day children are invited to look at the group feelings chart. This gives the key person some immediate feedback as to how each child is feeling.

We use 'Emotion Coaching' with the children - which is a process by which we help children to learn about and label feelings, recognise when they are feeling a particular way and then teaching strategies to help them deal with those emotions.

Woven through our curriculum are 'Five Ways to Wellbeing' - originally researched and developed by the New Economics Foundation (**see Wellbeing and Mental Health Policy**).

Our curriculum provides opportunities for children to develop skills such as problem solving, coping, conflict resolution and understanding / managing feelings.

The child's voice:

In nursery, we seek to identify a variety of mechanisms to ensure all children have the opportunity to contribute to decisions that may impact on their social and emotional wellbeing. We have a Children's Champion, with responsibility for identifying opportunities for gathering children's opinions.

Roles and Responsibilities

The Governing Board:

The governing board has the responsibility for agreeing as policy these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these guidelines.

The Headteacher:

Catherine Barnett is the named person with overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. This requires;

- Keeping up-to-date with legislation, research and thinking on behaviour development and management
- Knowing where to access support and expertise should it be needed to promote positive behaviours
- Ensure all stakeholders are aware of the policy and that staff have up-to-date professional development
- Keep relevant written records, policies and procedures up-to-date

The Wellbeing Champion:

Our Wellbeing Champion is Helen Wallace. She has been identified as the person with the responsibility of championing and promoting the mental health agenda for children, parents, staff and governors. What Helen does in our nursery:

- Liaise with senior leadership regularly, including governing board.

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- Work directly with staff to influence practice and implement change, cascading training and information.
- Work alongside Headteacher and senior leadership to review policies and curriculum provision in relation to physical, emotional and mental health.
- Work with parents, providing support and advice, signposting to services and gaining parent views.
- Work with wider professionals, accessing specialist support and intervention where necessary (alongside the Special Educational Needs and Disabilities Co-ordinator - SENDCo).
- Liaise with colleagues in other schools, sharing information and providing support.
- Collect and analyse data - including intervention impact, surveys and questionnaires.
- Complete additional training to keep up-to-date.

The Children's Champion:

Our Children's Champion is Rachel Pleavin. She has been identified as the person with the responsibility of championing and promoting opportunities to listen to children, and act upon their views.

The SENDCo:

Our SENDCo is Katy Gregory. She has been identified as the person for special educational needs in the nursery. All schools have a SENDCO and they work with other staff and with parents to make sure that pupils with special educational needs get the right support and help they need at school. Her role includes some of the following (please see SEND Policy for more information).

- Supporting the identification of children with special educational needs.
- Co-ordinating provision for children with SEN.
- Liaising with parents of children with SEN.
- Liaising with other providers, outside agencies, educational psychologists and external agencies.
- Ensuring that the school keeps the records of all pupils with SEN up to date.
- Keep up-to-date with SEN legislation, research and thinking on behaviour development and management

The role of the Key Person:

The Early Years Foundation Stage (EYFS) sets out principles at the heart of good early years practice. One of these principles is that children learn to be strong and independent through positive relationships. Children will typically develop secure attachments with their key person.

Children learn to be independent from a base of loving and secure relationships with parents and/or a key person. A key person is a named member of staff with responsibilities for a small group of children who helps those children in the group feel safe and cared for. The role involves the key person responding sensitively to children's feelings and behaviours and meeting emotional needs by giving reassurance, such as when they are new to a setting or class, and supporting the child's well-being. The key person supports physical needs too, helping with issues like nappy changing, toileting and

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dressings. That person is a familiar figure who is accessible and available as a point of contact for parents and one who builds relationships with the child and parents or carers.

A key person is:

- a named member of staff who has more contact than others with the child
- someone to build relationships with the child and parents
- someone who helps the child become familiar with the provision
- someone who meets children's individual needs and care needs
- someone who responds sensitively to children's feelings, ideas and behaviours
- the person who acts as a point of contact with parents

Small groups foster close bonds between the child and the key person in a way that large groups cannot easily do. These groups allow the key person to better 'tune into' children's play and their conversations to really get to know the children in the group well. Children feel settled and happy and are more confident to explore and as a result become more capable learners. (National Strategies 2008)

Adults within the setting will:

- Respect and acknowledge children's emotions and their views
- Understand child development in order to understand the child
- Listen to the child, and extend their emotional language
- Provide boundaries and consistency
- Promote skill development - e.g. teach problem solving
- Be there for the child - a consistent, safe and familiar person

Parents and Carers

We ask that parents and carers support our behaviour principles and provide consistency for their child by holding similar expectations and boundaries. If parents / carers have any concerns or questions about behaviour they are encouraged to speak to a member of staff.

Our Guidelines

- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents/carers and one another with friendliness, care and courtesy.
- This policy applies to all staff and all children who access our provision, including Breakfast Club and lunch times.
- We do not use the word 'naughty' at any time in nursery, and avoid any language that would result in a child feeling shame or guilt. We discuss behaviours / actions that are, for example, 'kind/unkind' but do not label the child.
- 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 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.

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- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour. We use our observation records to help us understand the cause and decide jointly how to respond appropriately through a person centred approach.

A person centred approach to behaviour management - Universal Offer

Opportunities to teach positive behaviours

- Our curriculum ensures that children are taught about positive behaviours as part of a broad and balanced curriculum. Teaching and learning activities will include age-appropriate discussions about relevant issues through all strands of the Early Years Foundation Stage (EYFS).
- We talk with children about risk/benefits, and as a part of this, we are teaching children to keep themselves and others safe on a daily basis.
- Support children's Personal, Social and Emotional development (PSED) by helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- Actively promote fundamental British values and not promote views or theories as fact which are contrary to established scientific or historical evidence and explanations.

Emotion Coaching The emotion coaching style regards times when the child is experiencing strong emotions as opportunities to connect with feelings and so promote emotional development. Adults need to be resilient enough to manage working with angry, fearful or unhappy children without being overwhelmed and upset. The adult using an emotion coaching style can:

- Recognise the power and purpose of emotions
- Empathise with the feelings of children
- Practise active listening techniques in order to build rapport
- Be calm not anxious about the child's emotions, and see a way to problem solve
- Role model positive emotional states

The messages that emotion coaching gives to children are life affirming:

- We all have feelings and need to recognise them in ourselves and others
- We are not alone and we are accepted, supported, cared about, understood, trustworthy and respected - this is then returned
- We are empowered and it is safe to engage in problem solving, accepting that we are part of the solution
- All feelings are normal and need to be regulated and expressed constructively
- Problems and conflicts can be resolved peacefully



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A person centred approach to behaviour management - Additional Offer (Please also see our SEND Policy / Wellbeing and Mental Health Policy)

For occasions when children express their emotions through behaviours that are more difficult to manage, staff will continue to use the Emotion Coaching strategy as an opportunity to teach the child how to deal with their strong emotions.

Some examples of strategies we use include:

We offer small group and 1:1 interventions for children who may benefit from extra support around, for example, social interactions, turn-taking and sharing.

We use a range of resources including puppets, story books, picture cards, programmes and clips to provoke conversation and teaching points.

Staff may monitor an individual child closely to observe their interests, preferences and trigger points. These observations will be discussed with parents and strategies devised to support and manage behaviour.

A person centred approach to behaviour management - Reasonable Adjustments / Alternative Processes

In accordance with the Equality Act 2010, we consider the needs of every child as an individual. Our usual consequences for particular behaviours may not always be appropriate to the needs of the child - depending upon their age / maturity and their developmental understanding. There may be particular circumstances when alternative consequences are in place. These will be agreed with staff and parents when a need is identified.

Some examples of reasonable adjustments include; specific resources to support self-regulation such as chew toys, dark dens, wobble cushions, sensory and physical activities. A child may follow a personalised behaviour management plan / alternative routines - such as frequent opportunities for self-regulation.

Bullying, including cyber bullying and e-safety

(Please also see our Safeguarding Policy and our Peer on Peer Abuse Policy)

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

Parents are made aware of bullying related information through a range of leaflets, flyers and events. They are also made aware of our related policies. Children are made aware of how to keep themselves safe, and how to share their concerns through our PSED curriculum.

Bullying can occur in children five years old and over and may well be an issue in Breakfast Club, catering for slightly older children.

Hyperlink - Further advice on Bullying: [Bullying including cyberbullying](#)

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E-Safety

We prepare children in an age-appropriate manner for access to the online community through our PSED curriculum. We teach children to be a 'kind friend' and to tell an adult if something online makes them feel sad, frightened or angry.

Children do not have access to the internet within nursery, unless an adult is directly supervising.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which could occur in or outside school. Cyber-bullying is a different form of bullying and could happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. In nursery, risk is minimised by disabling internet access on children's equipment unless an adult is directly supervising.

Other forms of bullying and behaviour

There are other forms of behaviour that would be encompassed by our safeguarding responsibilities such as:

- Harassment and discrimination including hate crime and racist abuse
- Sexting / Sexual Harassment / Risk Taking Behaviours
- Preventing Violent Extremism and counter-terrorism
- Gangs and youth violence

Although these issues may not specifically relate to children within nursery, we cannot assume that these issues do not affect our children and families. Staff are trained through awareness raising sessions and would be vigilant to spot these behaviours affecting older siblings and / or parents of children in our care. We would follow relevant procedure - e.g. Prevent guidance.

Peer on Peer Abuse

(please read Peer on Peer Abuse Policy)

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse.

Abusive behaviour can happen to pupils in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm.

Behaviour and Conduct Disorders:

During children's early development, it is typical that they ignore or challenge rules. This is because they are learning and developing behavioural control, language, and self-evaluative skills, which progressively equip children to actively resist their parents' rules, as well as to comply with and internalise these rules (Kaler & Kopp, 1990; Kochanska, Coy, & Murray, 2001; Kuczynski & Kochanska, 1990; Stipek, Gralinski, & Kopp, 1990). Between 18 months and 4 years, temper tantrums, defiance, oppositional behaviour and impulsivity are common ways young children express conflicting desires for both independence and dependence.

Our staff have extensive training in supporting children's challenging behaviours. Remember, behaviour is language - your child is trying to express themselves. Often very

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young children don't have the verbal language and become very frustrated that they cannot say what they want or need. Staff can suggest strategies to try at home, as well as in nursery.

We provide support for parents - with staff being training to deliver the Webster-Stratton 'Incredible Years Parenting Programmes' - which has also been recognised by the World Health Organisation as an evidence based programme that increases positive interactions and reduces coercive interaction cycles between the child and the parent, improves the child's problem-solving behaviour and social functioning, and reduces conduct problems at home and school. (WHO, 2004).

Strategies - see Appendix 1 for a comprehensive guide to our strategies relating to all developmentally relevant behaviour issues.

Involving Parents

In nursery, we engage parents in supporting their child's achievement, behaviour and safety and their spiritual, moral, social and cultural development. This includes emotional health and wellbeing.

Staff will inform parents if their child has displayed inappropriate behaviour, physically or verbally and of any subsequent action taken. Staff will explain to parents that the incident is over, and explain how it has been dealt with. Staff will seek to work with and support parents if concerns are on-going, and refer to other professionals as required with parent's consent. Staff will explain the 'ABC' Chart (Antecedent, Behaviour, Consequences) and how this can be filled in at home and in nursery to investigate possible causes / patterns in behaviour in order to identify resolutions.

Behaviour Management Plan

If a child is exhibiting challenging behaviour on a number of occasions, there will be discussion with all staff to promote a consistent approach and where applicable all incidents will be recorded on a 'Behaviour Management Chronology', and using the 'ABC' charts. A 'Behaviour Management Plan' will be introduced following a risk assessment where frequent incidents of unacceptable behaviour are displayed (more than 3 incidents within a month unless a more serious incident occurs).

Record Keeping

Day-to-day incidents need not be recorded. However, in some circumstances, it may become necessary to record incidents.

- Behaviour Incident Forms and Behaviour Chronologies may be used - particularly for episodes of biting (*Please see Appendix 1*).
- Details of an event where reasonable force has been used would be recorded in the incident file. We would provide a written record and inform parents on the same day. Please see **Appendix 2** for Incident Record Form.
- Behaviour Management Plans may be kept for children when a referral to external support and professional advice is to be sought. **Appendix 3**

Onward referral:

There are times when our universal curriculum provision is not enough to support an individual effectively. Children would be referred into CAMHs for moderately severe mental health problems that cannot be supported in nursery alone. Behaviour or conduct

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difficulties that require referral to the CAMHS team on average constitute about 40% of all clinic referrals (iCAMHS).

What is CAMHS?

CAMHS stands for Child and Adolescent Mental Health Services. CAMHS are the NHS services that assesses and treat young people with emotional, behavioural or mental health difficulties.

CAMHS support covers depression, problems with food, self-harm, abuse, violence or anger, bipolar, schizophrenia and anxiety, to name a few.

There are local NHS CAMHS services around the UK, with teams made up of nurses, therapists, psychologists, support workers and social workers, as well as other professionals.

Our nursery referral pathway is described in Appendix 2.

Complaints

Please see Compliments, Comments and Complaints Policy

Concerns are informal, and when expressed may be taken seriously at the earliest stage. Concerns are handled without the need for formal procedures wherever possible. If a concern cannot be resolved, it may then go on to become a formal *complaint*. Formal complaints should always follow the complaints procedure.

Consultation

- **Staff** - Consultation
- **Governors** - Consultation
- **Pupils** - group rules and expectations (Kind Hands, Good Sitting etc)
- **Parents** - questionnaire on Behaviour and Safety

External Sources and References

1. The United Nations Convention on the Rights of the Child

http://www.unicef.org.uk/Documents/Publication-pdfs/UNCRC_PRESS200910web.pdf

2. "Use of reasonable force in schools: A summary for headteachers, staff and governing bodies"

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

3. "We Don't Play with Guns Here" Penny Holland

4. ZERO TOLERANCE OF WAR, WEAPON AND SUPERHERO PLAY: WHERE DOES IT COME FROM AND WHY DO WE DO IT?

www.mcgraw-hill.co.uk/openup/chapters/0335203817.pdf

5. Disregard for rules: the early development and predictors of a specific dimension of disruptive behavior disorders.

Amelie Petitclerc, Michel Boivin, Ginette Dionne, Mark Zoccolillo, and Richard E. Tremblay

Available at:

<https://pdfs.semanticscholar.org/572e/8c61fb6f954ef3fa3cc9e283339beaa2b5d9.pdf>

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Links to Other Documents

This policy is written with due regard to the following legislation:

- Keeping Children Safe in Education ([revised 2018](#))
- Working together to Safeguard Children ([revised 2017](#))
- Information Sharing (2015)
- Governance Handbook (2015)
- *What to do if you're worried a child is being abused (2015)*
- Children Act 1989/2004
<http://www.legislation.gov.uk/ukpga/2004/31/contents>
- Children and Families Act 2014
<http://www.legislation.gov.uk/ukpga/2014/6/contents>
- The Prevent Duty: Departmental Advice June 2015
<http://www.foundationyears.org.uk/files/2015/06/prevent-duty-departmental-advice.pdf>
- Equality Act 2010
<http://www.legislation.gov.uk/ukpga/2010/15/introduction>
- Special Educational Needs and Disability Code of Practice 2015
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- DFE Advice - Preventing Bullying (range of documents)
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

At Hylton Red House Nursery School we have the following policies in place that should be read in conjunction with this policy:

- Adult Induction Policy
- Peer on Peer Abuse Policy (including anti-bullying, cyberbullying and online safety)
- Wellbeing and Mental Health Policy
- Equality and Diversity Policy
- Special Educational Needs and Disabilities Policy
- Teaching and Learning Policy
- Staff Behaviour Policy (Code of Conduct)
- "Guidance for safer working practice for those working with children and young people in education settings", October 2015
- Teaching and Learning Policy
- Compliments, Comments and Complaints Policy
- Acceptable Use Policy
- Safeguarding: Child Protection Policy

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Date of policy update: **September 2018**

Approved by: Headteacher (shared with Governing Body)

Signed by Chair: _____

Date for Review: **September 2019**

HRH Nursery



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Appendix 1

Strategies

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour. We take into account the children's ages and stage of development to find appropriate solutions. Such solutions may include acknowledgement of feelings, explanation as to what might not be acceptable and supporting child to gain control of their feelings so they can learn a more appropriate response.
- We acknowledge how children may be feeling and seek to explain what is acceptable and what is not using photographs, puppets and other visual cues as needed. We understand that repeated reinforcement may be needed to achieve a full understanding. 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 avoid asking 'Why?' questions where a child may not be mature enough to understand what is being asked of them.
- We focus upon giving children tools to be able to express their feelings in a safe and positive way. Our PSED curriculum has a focus upon recognising and labelling emotions to support children to be able to tell someone how they are feeling. Staff will use expressions such as 'I can see you look angry' and 'I think you might be feeling worried'.
- To help avoid conflict over sharing and waiting for turns, we offer age-appropriate routines and resources. For example, in the two-year old provision, we ensure that there are enough popular toys, resources and activities available so that children are meaningfully occupied. In the three-year old provision, children are encouraged to begin to wait their turn using sand times, visual prompts and by number / availability of resources. Through careful assessment, observation and planning we ensure that all children are suitably supported and challenged.
- We praise and celebrate positive behaviour such as kindness and a willingness to share.
- We avoid creating situations in which children receive attention only in return for negative behaviours, but rather promote the development of self-esteem and feeling competent.
- We never use physical punishment of any sort and children are never threatened with it.
- We never shout or raise our voices in a threatening way to respond to children's negative behaviour. We never use techniques intended to single out or humiliate individuals.
- We support social skills and a sense of belonging 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 only use physical restraint, such as holding, to prevent physical injury to themselves or others. We follow advice in "Use of reasonable force in schools: A

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summary for headteachers, staff and governing bodies” (DfE). The decision on whether or not to physically intervene is down to professional judgement of the staff member and should always depend upon individual circumstances.

- Details of such an event would be recorded in the incident file. We would provide a written record and inform parents on the same day.
- We take any form of racial abuse extremely seriously and make clear immediately the unacceptability of the behaviour, by means of explanation at an appropriate level of understanding to the child, rather than blame.
- In the rarest of occasions when behaviour is persistently aggressive, and violent both physically and verbally, the Head teacher would be consulted and would engage with parents to seek a solution.

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.

Our way of responding to pre-verbal children is to calm them through holding and cuddling to calm them down. 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.

Rough and Tumble Play, and Fantasy Play Aggression

Young children often engage in play that has aggressive themes such as super hero 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 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 boundaries to ensure children are not hurt.

We recognise that fantasy play also includes many violently dramatic strategies: blowing up, shooting etc. and that these 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 into 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.



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Hurtful Behaviour

We believe that for children under five, hurtful behaviour (physical or comments made) are momentary, spontaneous and often without understanding 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, to identify them and talk them through, using Emotion Coaching.
- 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 and 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.
- 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. For example: '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 and 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 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 that they have hurt.
- When hurtful behaviour becomes problematic, we work with the 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 nursery

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- their parent, or carer in the nursery, 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 Special Education Needs Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team, CAMHS or Early Help where necessary.

Bullying, including cyber bullying and e-safety

If it is felt that child has bullied 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 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 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 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
- 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.

Peer on peer abuse policy

Adult behaviour

We expect all adults involved in the nursery, whether members of staff, volunteers, students, committee members, parents or carers, to be friendly, polite and courteous to each other. This is essential to maintain good relationships and communication.

- Unwanted, unreasonable and offensive conduct will not be tolerated at any level.
- Staff whose behaviour constitutes harassment, bullying, discrimination or victimisation can be liable for disciplinary action.
- Parents or carers whose behaviour constitutes harassment, bullying, discrimination or victimisation can be liable to their place being withdrawn by the governors.
- Any complaints or issues will be dealt with following correct procedures.

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Biting

In the event of biting incidents within nursery, the following procedures are adhered to.

- Complete a 'Behaviour Management Chronology' form for individual child from the first incidence of a bite. Key Person initiates form and parents sign off - Key Person responsibility for informing parents.
- Detail of the incident is vital - provide as much information as possible about who was there, where everyone was positioned, what exactly happened, how the child(ren) reacted etc.
- Parents / Carers receive a copy of our 'Why Children Bite' leaflet.
- Possible procedures following an incident:
 - Positive interactions are modelled
 - Supported to interact with other children
 - For older children, behaviour management strategies such as time out
 - Praise given to build self-esteem
 - Work with parents to ensure they know where to seek advice and guidance
 - Staff and parents to investigate possible causes / patterns in behaviour in order to identify resolutions
 - 1:1 supervision for 1 month (then reviewed)
- Parents are informed immediately via telephone if the bite is severity 4 or above, they must sign (and comment) on form and receive copy of biting leaflet.
- Bites of 4 and 5 need to have a 'Behaviour Incident Form' completed. These are attached to an accident form (IR1) where necessary.
- A 'Behaviour Management Plan' for biting is triggered automatically from the first incident of biting. We use the Code of Practice to support the child and family, making appropriate referrals where necessary.
- Risk Assessments:
 - Generic Risk Assessment for monitoring of biting behaviours
 - Personal Risk Assessment for bites of 4 and above or a child who persistently bites / attempts to bite (3 bites or more within a month)
- Monitoring: on a monthly basis the 'Behaviour Management Plan' and the 'Personal Risk Assessments' will be reviewed alongside accidents.



Hylton Red House Nursery School Achieving Positive Behaviour Policy

Behaviour Management Chronology



Child's Name: _____

D.O.B: _____

Room: _____

Date:	Time:	Type of behaviour: (for bites, state severity 1-5)	Description of incident:	Action Taken:	By whom: (sign)	Parent comment / signature:
For Bites - Severity:	5 Breaks skin (IRT)	4 Swollen, bruised, indentation	3 Indentation	2 Bite with no mark	1 Intention to bite	



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Behaviour Incident Form

Name of Child:		D.O.B:		Date:	
Severity of Bite:		1		2 3 4 5	
Children Involved:					
Description of Incident:					
<p><i>Detail of the incident is vital - provide as much information as possible about who was there, where everyone was positioned, where they were facing, what they were doing, what exactly happened, how the child(ren) reacted etc.</i></p>					
Parent Comment / Signature:					
For Bites - Severity:	5 Breaks skin (IR1)	4 Swollen, bruised, indentation	3 Indentation	2 Bite with no mark	1 Intention to bite



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Appendix 2

Hylton Red House Nursery School Serious Incident Form Use of Force to Control or Restrain Pupils	
Details of pupil(s) on whom force was used by a member of staff: Name(s) D.O.B: Age in months:	
Date, time and location of incident	
Names of staff involved (directly or as witnesses)	
Details of other pupils involved (directly or as witnesses) including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons	
Description of incident by staff involved including any attempts to de-escalate and warnings given that force may be used	
Reasons for using force and description of force used	
Any injury suffered by staff or pupils and any first-aid / medical attention required	
Reasons for making a record of the incident	
Follow up, including post incident support and any disciplinary action against pupils	
Any information about the incident shared with staff not involved, and external agencies	
When and how those with parental responsibility were informed about the incident and any views expressed	
Has any complaint been lodged (details should not be recorded here) Y / N	
Report compiled by: Name and Role: Signature: Date:	Report countersigned by: Name and Role: Signature: Date:



Hylton Red House Nursery School Achieving Positive Behaviour Policy

Appendix 3:

Behaviour Management Plan



Name of Child:	D.O.B:	Date:
Plan completed by:	Key Person Name / Signature	
	Senior Leadership Name / Signature	
Child's Strengths:		
Target Behaviours:		
Aims of the Behaviour Plan:		
Strategies:		
Support:		
Parent Comment / Signature:		
Head Teacher Comment / Signature:		

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Approved by: Headteacher (Governing Body)