

## **Managing Positive Behaviour Policy**

All children coming into the setting have the right to play and enjoy the activities we offer without the fear of intimidation, harassment, physical or verbal abuse. We strive to promote behaviour, which encourages respect for each individual, co-operation with each other and opportunities for play and learning within a safe, caring environment. Racism, sexism and other kinds of discriminatory behaviour will be challenged and will not be allowed to continue within the setting. Our behaviour policy aims to protect children by endorsing and re-enforcing good behaviour while gently but firmly showing the child that certain behaviour is unacceptable and will not be tolerated.

### **Strategies used in encouraging acceptable behaviour: -**

- We aim to be positive role models for the children with regard to friendliness, care and courtesy and offer strategies for handling any conflict.
- We encourage the children to make positive choices about their conduct.
- All adults in the nursery ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- Adults in the Nursery always praise and endorse desirable behaviour such as kindness and willingness to share. A reward system is used for recognising and sharing positive behaviour.
- We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- We will involve parents where necessary.
- Staff will ensure that they report to the Manager immediately if they witness other staff, students or volunteers using or threatening to use physical punishment, such as smacking or shaking.

### **Adults in the group will never: -**

- Send a child out of the room by themselves.
- Use or threaten physical punishment, such as smacking or shaking.
- Use techniques intended to single out and humiliate individual children.
- Use physical restraint, such as holding, except to prevent an immediate danger of personal injury to the child or injury to other children, or to prevent immediate danger of any person (including the child). The parent/carer must be informed of any such incident the same day.
- Shout, or raise their voices in a **threatening** way.
- Discuss a child's behaviour with parent/adult in front of the child.

### **Extreme Cases of unacceptable behaviour: -**

- We are aware that some kinds of behaviour may arise from a child with additional needs. In this situation we may speak to parents and request permission to bring in our SENCO for help and advice.
- Reoccurring problems will be addressed by the staff that work directly with a child, using objective observation records to establish an understanding of the cause.
- SENCO may also ask parent's permission to seek advice/support from an inclusion teacher.
- It may be necessary to exclude the child.

### **Strategies for dealing with unacceptable behaviour: -**

- If a child is endangering themselves or another child, we will stop the action quickly but calmly.
- If a child continues the behaviour, we will distract them by taking him/her to a new activity and helping them to get involved.
- If a child goes back and repeats the behaviour, we will take him/her somewhere quiet but in view of other children and talk to them, ensuring eye contact is maintained.
- If this behaviour continues over the following weeks, the child's keyperson will talk to the parents, explain the situation, and how we are dealing with the behaviour and request permission for the SENCO to implement relevant strategies.
- It may be necessary to give the child one-to-one adult support. Where appropriate, this might be accomplished by a period of "time out" with an adult. Where this strategy is used the childcare worker will seek permission from the parent beforehand.
- We will always be consistent and ensure that all staff are working to the same guidelines.
- If a member of staff is finding it difficult coping with or has been dealing with the child but with no success, we will recognise and accept this and ask someone else deal with the situation.

- In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.
- In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanation rather than personal blame.
- Staff will make themselves aware of and respect, a range of cultural expectations regarding interactions between people.

**When the strategies are not affective: -**

- Parents will be asked to attend a meeting with the SENCO/child's key person/nursery manager to discuss and agree on strategies to use both at home and within the setting. Such strategies may include looking at the 'trigger points', to establish if these could be avoided, ensure that both parents and staff are using (where possible) the same methods of support in order to prevent re-occurrence.
- If the behaviour persists, a second meeting will be held to establish further intervention strategies (if any)
- If (after a reasonable period of time) we find that the child's behaviour has not improved despite two meetings with parents and after using the agreed strategies, the child's future care at nursery will be at the discretion of the nursery manager. In these circumstances it may be necessary for a notice period to be issued in order to terminate care.

**Children are encouraged to: -**

- Sit at tables at snack/lunch time to prevent spills and promote health and safety.
- Wash hands before handling food as well as after using the toilet and wiping their nose in order to promote good hygiene skills.
- Wear an apron in craft/painting/water area to protect clothing.
- Take turns to promote turn taking and sharing to encourage good manners.
- Say please and thank you to promote good manners.

**Children are encouraged not to: -**

- Run around indoors to prevent falling or collisions.
- Scream indoors, to prevent being disruptive.
- Climb on tables/chairs to prevent tripping or falling.
- Wear dressing up clothes on climbing frame to prevent falling and tripping.
- Climb with toys as two hands are needed to climb safely.
- Use equipment in a dangerous, hurtful, or destructive way as this is unacceptable behaviour.
- Hurt or endanger others – physically or verbally as this is unacceptable behaviour.

**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, 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 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 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.

**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 who, 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 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 cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an 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.

We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others.

We help young children develop pro-social behaviour, such as resolving conflict over who has the toy.

We are aware that the same problem may happen over and over before skills such as sharing and turn taking develops. 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. The main reasons for very young children to engage in excessive hurtful behaviours 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 setting.
- Their parent, or carer in the setting, 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 is exposed to levels of aggressive behaviour at home and may be at risk emotionally or may be experiencing abuse.
- The child has a development condition that affects how they behave.
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

**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.

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 who is bullying why her/his behaviour is not acceptable.
- We help the child who has bullied 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.
- We discuss what has happened with the parents of the child who bullied 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.

**Our named behaviour management co-ordinator is Taylor Burgin who is also our SENCO.**