

CHIDDINGSTONE NURSERY SCHOOL CIO

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Achieving Positive Behaviour Policy

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| Written by | Jill McCoy |
| Ratified on behalf of Management Committee | July 2020 |
| Date for Review | July 2021 |
| Signed – Chair of Management Committee | |
| Signed – Nursery Leader | |

This policy will be reviewed and ratified at least annually and/or following any updates to national and local guidance and procedures.

This policy has been impact assessed by Jill McCoy in order to ensure that it does not have an adverse effect on race, gender or disability equality.

Policy Statement

Our nursery believes that children flourish best (when they know how they and others are expected to behave) and where there are clear and developmentally appropriate expectations for their behaviour. Children gain **respect** through interactions with caring adults who act as good role models and value their individual personalities. The nursery actively promotes British Values and encourages and praises positive, caring and polite behaviour at all times and provides an environment where children learn to respect themselves, others and their surroundings and 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 that helps the child to develop a sense of the significance of their own behaviour, both in their own environment and that of others around them.

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 the programme for promoting personal, social and emotional development.

Procedures

We have experienced staff who have responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

- We require the responsible staff 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; and to
 - ensure that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- We recognise that codes for interacting with other people vary between cultures and will ensure that staff are aware of - and respect - those used by members of the nursery.
- 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 nursery's behaviour policy and its guidelines for behaviour.

- We expect all members of our nursery - 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. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.
- We handle children's unacceptable behaviour in ways which are appropriate to age and stage of development. For example, distraction, discussion or withdrawing the child from the situation.
- No corporal punishment to a child on the premises will be given or accepted by any member of staff, carer, volunteers, or any other adults.
- No corporal punishment will be threatened. Nor use or threaten any form of punishment which could have an adverse impact on the child's well-being.

Strategies with Children who Engage in Inconsiderate Behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Solutions might include distraction, praise and reward, acknowledgement of feelings explanation of what behaviour was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We praise and endorse considerate behaviour such as kindness and willingness to share.
- We provide activities and stories to help children learn about acceptable behaviours, including opportunities for children to contribute to decisions about acceptable behaviours where age/ stage appropriate.
- We support each child in developing self esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We encourage the children to develop their own golden rules of behaviour acceptable to everyone at nursery and to develop cooperation and build on social skills.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.

- We help staff to reflect on their own responses towards challenging behaviours to ensure that their reactions are appropriate.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- Group circle time activities is provided and discussions to promote physical, social and emotional well-being through role play or puppets.
- A contact book can be provided between home and nursery to focus on positive experiences that make everyone feel happy.
- We never send children out of the room by themselves or use a 'naughty chair" as a strategy that excludes children from the group. We do provide and actively encourage use of a calming corner that children can independently access at times when they need to.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical intervention, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our nursery leader and observations are filed in the child's personal portfolio. The child's parent is informed on the same day or when reasonably possible and it is recorded in the incident book kept in the filing cabinet in the office.

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

- We inform parents if their child's behaviour is unkind to others or if their child has been upset. We may ask parents 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 the nursery. In some cases, we may request additional advice and support from other professionals.
- Parents to sign a physical intervention permission form if the nursery feels that a child is at risk of hurting themselves or hurting others or damaging property.
- Staff to be provided with physical intervention training in the event that a child needs to be blocked from harming themselves, others or property or be removed to a safe/ calming area.
- For children that run off within the castle grounds or on the walk to school and are deemed to be in danger, the child is offered either a ruck sack with strap or a

wrist strap to wear to ensure staff support their safety or to independently keep themselves safe by staying with the nursery safe adults.

- A physical intervention policy has been implemented for behavioural issues to support inclusion.

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 remain 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.
- If tantrums, biting or fighting are frequent, we try to identify the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of separation anxiety.
- We focus on ensuring a child's attachment figure in the setting, usually their key person, is building a strong relationship to provide security to the child.

Rough and Tumble Play, Hurtful Behaviour and Bullying

Our procedure has been updated to provide additional focus on these kinds of inconsiderate behaviours detailed individually below.

Rough and Tumble Play and Fantasy Aggression

Young children often engage in play that has an aggressive theme - 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.

Hurtful Behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological nor cognitive means to do this for themselves.
- We understand that self management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear. Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them explanation and discuss the incident with them to their level of understanding. We ask children's permission prior offering a cuddle.
- 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.

'Nigel 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 and their feelings that motivate the behaviour. *(Name for illustration only)*

- 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 *Nigel*, it hurt him and he didn't like that and it made him cry'. (Name for illustration only)
- 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 *Nigel* isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one.' (Name for illustration only)
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - i. they do not feel securely attached to someone who can interpret and meet their needs - this may be in the home and may also be in the nursery;
 - ii. 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;
 - iii. the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated.
 - iv. the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
 - v. the child has a developmental condition that affects how they behave.

Where this does not work, we use the Special Educational Needs 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 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 acknowledge cyber/online bullying takes place and provide children's stories with information to support the nursery children and provide information links to web sites for parents on the nursery web page,
- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Behaviour/intervention incident recording form

Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour plan when a child's behaviour involves aggressive actions towards other children and staff. A personal risk assessment will be completed alongside the ABC or STAR form to monitor triggers or warning signs to provide appropriate individual, emotional and

behavioural support. In instances of biting, kicking or hitting etc we may remove a child from an area until they have calmed down.

The nursery records behaviour/interventions on an incident form that records Name, D of B, Date of incident, Time of incident, Key person, People involved, Behaviour observed, Possible triggers, Comments/descriptions of behaviour for context, Outcomes and additional information.

Outcomes include parental notification, management notification, verbal warning, removal of item, removal from room, time with support staff, time out, reduced sessions, suspension, behaviour plan, exclusion from setting, physical intervention.

Separate Covid19 Achieving Positive Behaviour Addendum

Further guidance

Special Educational Needs Code of Practice (DfES 2015)