

Greenfield Nursery School

Behaviour Management Policy

Date: January 2019



Status:	Statutory
Date Reviewed:	January 2019
Date of Next Review:	January 2021
Approved By:	
Date:	

Statement of intent

At Greenfield Nursery we believe that children flourish when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Aim

- We aim to teach children to behave in a socially acceptable way and to understand the needs and rights of others and promote British Values.
- The development of children's personal, social and emotional development is a fundamental aspect and runs through and supports all other areas in the EYFS curriculum.
- We will work in partnership with parents/carers in supporting children's personal, social and emotional development.
- We will work with other agencies, where appropriate, to ensure that a child or family receive the best and most relevant support for their needs.

Methods

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

- We require the Headteacher, Teachers and Pre-school Leader 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
 - check that all staff have relevant in-service training on promoting positive behaviour and keep a record of staff attendance at this training.
- We recognise that approaches 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 expect all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents to address children's reoccurring unacceptable or undesired behaviour. Parents are regularly informed about their children's behaviour by their key person. We use a range of observation techniques to record and observe patterns of behaviour and decide jointly how to respond appropriately.
- [Copies of `Managing Difficult Behaviour` are available for parents who find their child's behaviour challenging at home.](#) Parents may be signposted to support including parenting courses or one-to-one advice at Greenfield Family Centre.

Strategies for supporting children

- ✓ We expect everybody to listen to children
- ✓ We expect everybody to speak to children in a positive tone of voice
- ✓ We support each child's developing self-esteem, confidence and feelings of competence
- ✓ We support each child in developing a sense of belonging in our setting, so that they feel valued and welcomed.
- ✓ We support social skills through modelling behaviour, activities, drama and stories.
- ✓ We use praise and acknowledge considerate behaviours such as willingness to share and kindness as a way of encouraging all children to develop these behaviours.
- ✓ We aim to ensure there are enough popular toys, resources and sufficient activities available so that children are actively engaged without the need for unnecessary conflict over sharing or waiting turns.
- ✓ We encourage children to find their voice, to inform staff about upsetting incidents and also learn to say no.
- ✓ We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- ✓ We use Makaton/symbols to support our communication and explanations to children when talking about their behaviour.
- ✓ We expect all staff, students and volunteers to use positive strategies for handling conflict between children or undesired behaviour by helping them to find solutions in ways that are appropriate for the children's age and stage of development. We expect staff to teach internal discipline rather than use external discipline to control behaviour.
 - These strategies *should use language that focusses on the desired behaviour* rather than the negative e.g. "Please remember to have gentle hands when playing with your friends"
 - Solutions may include, **acknowledgement of feelings**, "I can see you are cross because you wanted a turn with the trains",
 - Explanation as to what was not considerate and to **emphasise with others** that they have feelings too and that their actions will impact on others' feelings. "I can see you would like a turn but hitting and pushing is not kind and it hurts"
 - Solutions to help resolve conflict and gain control of feelings. "when you have calmed down/stopped crying you can ask for a turn offering the sand timer, saying "can I have turn now please?" or "let's see if we can be friends and find another train and play together".
- At times children may have an activity or area "Finished" if their behaviour is disrupting or threatening their safety. Choices will be given to de-escalate the situation or where appropriate a de-escalation script will be used.
 - Child's name, I can see something is wrong, I am here to help. Talk and I will listen, come with me and.....

- We recognise that very young children or those whose development is not yet at the expected for their chronological age, may not have the necessary language and may find dealing with their own emotions difficult. This may include fear, anger or distress and may result in melt downs, fighting or biting and require a sensitive response from adults to help them do this. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and help them resolve issues in an appropriate way to promote understanding.
- We will make every effort to discuss with parents any issues that occur on the same day and to work together with them to address any issues and try to prevent incidents such as this reoccurring.
- We will 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.
- We take hurtful behaviour very seriously. In cases of serious misbehaviour, such as racial or other abuse, or intentional aggressive and hurtful behaviour, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
 - Aggressive incidents that are intentional will be logged and parents informed of the circumstances of what has occurred. **Incidents of racial abuse will be logged in the office and reported to the LA on the annual return.**
- When behaviour becomes problematic, we work with parents to identify the cause and find a solution together. All staff are aware of the main reasons for very young children to engage in excessive hurtful behaviour.
- We work in partnership with children's parents to address reoccurring inconsiderate behaviour. Parents are regularly informed by the nursery teacher or key person about all aspects of behaviour. We use observations and analyse behaviour to understand the cause. We will use ABCC charts (Antecedent, Behaviour, Consequence and Communication) to record this. We are consistent in our approach and with appropriate response. This may include involving other professionals from other agencies and implementing individual learning plans, individual risk reduction plans or risk management plans.
- Staff use professional knowledge and judgement in situations involving physical contact with children. Working with such young children means that physical contact can occur in a variety of circumstances e.g. comforting a distressed child, holding a hand on a walk, giving a child a side cuddle as means of praise.
- We will respond to children's and offer comfort when needed, this can be in the form of a cuddle or hug or offering support as a primary carer would give.

Physical Intervention

Positive handling techniques will be used in all situations requiring physical restraint or intervention by staff. Hertfordshire Steps training techniques will always be applied in the first instance.

Physical intervention/restraint may be needed in serious circumstances e.g.

1. To prevent a child injuring himself or others

2. To stop a child causing serious damage

The Headteacher and Senior Leadership Team may be authorised to use physical restraint in some form. Training is given at appropriate levels and staff are reminded not to put themselves in danger.

Physical contact is never a punishment. The intervention is necessary as an act of care and control. The degree of force must be in proportion to its consequences; depending on the age and circumstances. Every effort should be made to secure the presence of another member of staff and confrontation and escalation should be avoided (staff may be required to demonstrate that their intervention was reasonable and proportionate.)

A professional witness will be in attendance at all times.

Children under three years

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

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable **within limits**. We regard these kinds of play as **pro-social** and not as problematic or 'aggressive'.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies - blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of **'teachable moments'** to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.
- We ensure that children who do not want to be involved in this type of play are not brought into the game by other children, e.g. by 'shooting' at them.

Anti Bullying

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

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another.

Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- we do not label children who bully as 'bullies';
- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;

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

Appendix 1 Risk reduction plan

For assessing and managing foreseeable risks for child or young persons who are likely to need Restrictive Intervention

Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced O/E	Conscious Sub-conscious C/S	Seriousness Of Harm A 1/2/3/4	Probability Of Harm B 1/2/3/4	Severity Risk Score A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Other harm					

Seriousness	
1	Foreseeable outcome is upset or disruption
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
Probability	
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
2	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
3	The risk of harm is more likely than not to occur again
4	The risk of harm is persistent and constant

Risks which score 6 or more (probability x seriousness) should have strategies listed on next page