

Growing Together Federation

Bowerdean Nursery School

Henry Allen Nursery School

Mapledean Nursery School

BEHAVIOUR MANAGEMENT

Behaviour Management Policy

Statement of intent

We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Aim

We support children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the Early Years Foundation Stage for supporting personal, social and emotional development. We guide the children to understand our school values which underpin the ethos of our Nursery.

We will do this by:

- The Co-Headteachers on each site have overall responsibility to support personal, social and emotional development, including issues concerning behaviour. Day to day oversight and management of behaviour is taken care of by the Co-Headteacher at each site.
- Keeping up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support
- Accessing relevant sources of expertise on promoting positive behaviour within our framework for personal, social and emotional development.
- Ensuring all staff are aware of our behaviour management policy and access training on promoting positive behaviour as required.
- Requiring all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and respect.
- Familiarising all staff and volunteers with the behaviour policy and guidelines for behaviour.
- Expecting all members of our school community - children, parents, staff, volunteers and students to keep to the guidelines.

Positive Behaviour Management

Nursery has high expectations and will promote good behaviour by:

- adult modelling of positive desirable behaviours;
- praising good examples of behaviour in a variety of ways such as by body language, gesturally or verbally;
- respecting and valuing the contribution of all children and adults;

- arranging the environment to provide a safe, stimulating and satisfying range of experiences;
- teaching self discipline and regard for authority;
- teaching coping and tolerance skills;
- diverting attention away from behaviours which may attract negative attention, towards more positive outcomes,
- implementing positive strategies and programmes to manage challenging behaviour;
- setting behaviour targets in SEN support plans and seeking parental approval/support for strategies;
- discussion around behaviour issues, including individuals, both within the class teams and whole school;
- dealing promptly with and recording incidents of bullying.

Partnership Working with Parents/Carers

- We believe in working in partnership with parents.
- Parents/carers are regularly informed, by their child's key worker, if we have concerns regarding their child's behaviour. We work with parents to address recurring inappropriate behaviour, using our observations to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies for children who engage in inappropriate behaviour

- All staff use positive strategies for managing any inappropriate behaviour, by helping children find solutions in ways which are appropriate for the child's age and stage of development. This might include, for example, acknowledgement of feelings, explanation as to what is not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We promote our school values and praise children that adhere to them.
- We acknowledge considerate behaviour, such as kindness and willingness to share, giving positive reinforcement.
- 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 nursery, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inappropriate behaviour – negative reinforcement.
- 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.
- 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 a Co-Headteacher. This is

recorded on an incident form, which is shared with the child's parent on the same day. This form is stored in the child's personal file.

- We never threaten physical punishment, nor single out or humiliate children
- In serious cases of misbehaviour, such as racist or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- Staff do not shout or threaten children when supporting them to manage their behaviour.
- Children are regularly praised by all staff and rewarded with stickers.
- If a child behaves inappropriately they will be given a warning. If they repeat the behaviour, they will be given thinking time to reflect on their actions in a quiet space.
- In exceptional circumstances, we may ask parents to collect their child.

Rough and tumble play and fantasy aggression

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

We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits.

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 – 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.

Staff are able to engage with children in their play, perhaps to suggest alternative strategies for heroes and heroines. They can support children through skilful intervention; encouraging empathy and lateral thinking, exploring 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. For children under five, hurtful behaviour is 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 support children to manage these feelings in developmentally appropriate ways.

We will do this by:

- Calming the child who is angry as well as the one who has been hurt by the behaviour.
- Helping the child to return to a normal state when he/she is able to manage his/ her feelings.
- Offering children an explanation and discussing the incident with them to their level of understanding.
- Supporting children in understanding the range of feelings experienced. We help children recognise their feelings by naming them, helping them to express those feelings and make a connection verbally between the event and the feeling.
'Sam took your car and you were enjoying playing with it. You didn't like it when he took it. It made you feel angry, and you hit him'.
- We support young children to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. 'When you hit Sam, it hurt him. 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 Sam 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. We recognise that children will need repeated experiences with problem solving, supported by patient adults and clear boundaries, before the behaviour is modified.
- 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 children 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.

In a minority of cases, we use the SEN Code of Practice to support the child and family, making the appropriate referrals to outside agencies where necessary.

Specific guidelines for dealing with bullying can be found in the Nursery School's Anti-bullying Policy.