



BROUGHAM STREET COMMUNITY NURSERY SCHOOL

Behaviour Policy

Document History	
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Our behaviour policy is informed by the Nurture Principles:



Five Outcomes for Children – Every Child Matters

This policy reflects the outcomes identified in:

- Being Healthy
- Staying Safe
- Enjoying and Achieving
- Making a Positive Contribution
- Achieving Economic Well-being

We believe that children need to be able to manage their own behaviour “intrinsically” i.e. through self-management, rather than “extrinsically” i.e. through the constant input and direction of others. Therefore, we must support children to become emotionally literate and understand that all actions (both positive and negative) have natural consequences. We want them to develop the skills, knowledge and attitudes to become autonomous in making good judgements and choices in relation to themselves and others. We know this will have positive effects on their future lives and our community.

We believe that high quality Early Years Practice is rooted within relationships and attachment and believe that as children develop the secure relationships within their lives model the understanding and empathy needed to live a fulfilled life in which they can be happy at no expense to others.

As there is a significant spectrum of development within our nursery (from birth to five) our approach may be different for different stages of development. For example we do not expect very young children to have developed “Theory of

Mind", however, we see our role as supporting children in their developing emotional literacy.

Rationale

Children

We believe that...

- Children need to develop positive relationships with other children and adults
- We are all learners
- All behaviour is a form of communication - Children show us how they feel through their behaviour
- Children have the right to be heard and respected
- Children need to feel safe and secure in order to learn effectively.
- Children go through distinct stages of development and we need to tailor our support to be appropriate at each stage
- Children need positive role models to learn from

Adults (All Adults – Staff, Parents and Visitors to our Nursery)

- Adults are role models
- Adults need to respect and listen to children
- Adults need to support children in learning positive behaviour
- Adults need to work in a supportive environment and to be able to rely on team members to support them, we should be able to ask for help from colleagues and help should be given
- Adults need to be consistent in their approach to children – the principles and ethos should be the same regardless of the age of the child.

Environment

- Children learn best in an environment to which they belong and they are welcomed into
- Children need space to; be alone and with others in a range of situations and group sizes
- Children need access to ample, appropriate resources that allow them to explore a range of emotions, feelings and relationships

Purposes And Objectives (What We Want To Achieve)

Children

We want children to be able to:

- Be strong, resilient and to feel safe
- Learn self control
- Understand meaningful, shared rules
- Show Emotionally literacy
- Have high self esteem
- Be responsible for, to care for and to respect others and their environment

- Show emotions and to find ways of managing these positively
- Reflect on their actions
- Communicate their needs
- Make friendships
- Have a sense of themselves as competent learners
- Stand up for themselves, their ideas and their friends

Adults (All Adults – Staff, Parents and Visitors to our Nursery)

Who are:

- Friendly, welcoming and respectful of others
- Able to listen and show interest
- Good role models in their language and actions
- Who support each other – able to seek support, offer support and discuss issues openly and frankly without feeling guarded or anxious about doing so.
- Confident in understanding children's developing emotional needs
- Able to use a range of strategies sensitively, according to different situations
- Reflective about their own practice
- Clear that supporting children is about changing behaviours and not about changing children
- Consistent

Environment

An environment that is:

- Safe and secure
- Appealing and entices children into wanting to learn
- Well organised
- Welcoming
- Reflective of children
- Is flexible enough to allow for the differing needs of individuals
- Challenging and positive

And has the space to be yourself and to follow your interests catering for children at different developmental stages

Rewards

“Rewards are no more helpful at enhancing achievement than they are at fostering good values. At least two dozen studies have shown that people expecting to receive a reward for completing a task (or for doing it successfully) simply do not perform as well as those who expect nothing (Kohn 1993). This effect is robust for young children, older children and adults; for males and females...In general, the more cognitive sophistication and open-ended thinking that is required, the worse

people tend to do when they have been led to perform that task for a reward."
Deci and Ryan 1985

Often children who are least able at controlling their emotions are those who are not yet able to exercise the self control needed to achieve rewards. This is especially true for children who have experienced trauma in their lives. If these children are less likely to achieve a reward for good behaviour then a reward system runs the risk of stereotyping these children and reinforcing their poor self image and self esteem.

Children are often not clear on why they have been given a reward; it is the responses they receive from others that are valued. Therefore it is these responses that need to be focused upon as these are what provide motivation to repeat particular behaviour. Praise needs to be specific and clear, based in the behaviours that we want children to emulate and develop. Additionally children learn that there are "inherent" or intrinsic reasons for being sociable, sharing, valuing others and their efforts, supporting each other etc. Simply put; "it's nice to be nice".

As a result of the above our Code of Behaviour at Brougham Street Nursery is:



This Code of Behaviour applies to everyone at the Nursery

Developmental Difference

We work hard to understand children's development and tailor our responses accordingly. For example with the statement; "Keep yourself and others safe" this would translate into:

- Baby Room – "Not Safe" – simple language, introduction of new words and concepts
- Toddler Room – "Not safe to play by the door" – extension and supplying reasons.
- Nursery School – "Is that safe?" – helping children to consider their actions and the natural consequences of their behaviour through questioning.

Broad Guidelines

"If left to their own devices children in play automatically regulate their own levels of challenge. On the one hand, too little challenge leads to boredom and a desire for something else to happen; we often describe bored children as "looking for trouble", and indeed they are in a sense, genuinely looking for problems to solve."

Tina Bruce

Many of the guidelines below relate to older children in the nursery who are beginning to self-regulate. Staff use their developmental understanding and associated resources such as Developmental Profile / Early Years Foundation Stage / Mary Sheridan; "Birth to Five" / Birth to Three Matters and the advice and support of colleagues and managers to check responses and approaches.

Children

- We will actively teach and explain our Code of Behaviour – with special attention to children settling
- Children settling will be supported in getting to know the people, environment, resources and routines to support them in making choices and belonging
- Code of Behaviour will be up around the Nursery, visible to children
- There will be specific praise for Children following the Code of Behaviour
- We will talk with children about their behaviour and help them "name" their feelings
- We will plan activities that support children in talking about their feelings and support them to be assertive
- We will use portfolios to celebrate children's achievement alone and with others
- We will use gym / dance sessions, parachute activities, circle times and focused activities to help teach positive behaviour when age appropriate
- There will be opportunities throughout the day for children to listen and be listened to in a range of differently sized groups – including alone
- There will be opportunities throughout the day for sustained independent play and clearly planned adult directed activities. Children will have the

opportunity to be deeply engrossed in activities that interest and motivate them

Adults

- To ensure that children's basic needs are met (see Maslow Appendix IV)
- Adults will be able to ask for help from colleagues – all staff are responsible for all the children
- Staff need to watch incidents clearly before they intervene
- To use specific praise as a matter of course (7 positives for every negative) - especially to praise effort
- Use a range of interactions including extension, encouragement and distraction
- Support any victim to express their feelings to the antagonist

Environment

- The environment will be clearly labelled and organised and children are taught how to work within it
- Wigits, objects of reference, Makaton and BSL will be used to support our learning environment
- The resources are well ordered and children are taught how to use them
- Children are taught explicitly how to tidy up. This is expected within all of our rooms.
- There are spaces developed where children can go to be alone or quiet (both inside and outside).

Managing unacceptable behaviour

“Corporal punishment (smacking, slapping or shaking) is illegal in maintained schools and should not be used. It is permissible to take necessary physical action in an emergency to prevent personal injury either to the child, other children or and adult or serious damage to property.” The Children's Act 1989

Positive Behaviour Management – General strategies for everyday issues

All staff will use the following words and Makaton signs when getting children's attention:-

- Stop - put a hand up showing palm
- Look - at me, someone or something. Point to eye and indicate direction
- Listen - Hand behind ear

We will refer to behaviour as “Not OK” with a thumbs down and frowning face

We want to encourage positive behaviour and want to empower children to understand the Code of Behaviour

Refer to the Code of Behaviour, restate the problem and suggest a different way of behaving (“you could...”)

Supporting Children in Dealing with Conflict

Before intervening consider what you know about the children involved (the stresses in their lives, level of understanding, needs etc). If the behaviour is dangerous intervene immediately, if not decide whether to observe to see if a solution can be found.

- Stop the play – refer directly to the Code of Behaviour
- Comfort the child who has been hurt
- Ensure each child has a turn to speak - Do not ask “why did you...?” Simply ask “What happened, What did you do...etc?” For younger children give a commentary of what would be appropriate to say – use key words – “Hurt / Sad etc
- Talk through the situation with the children (try to get them to see the other's point of view. If this is not possible then model the appropriate behaviour. “you did..., I feel..., I want... (E.g. “You scratched me, I feel hurt, I want a turn...)
- Re-state / frame the problem – focusing on the problem rather than the behaviour and remaining objective and non-judgemental
- Refer to the Code of Behaviour – (show children where this is in the Nursery)
- Help children make things right e.g. bathe a wound, fetch a tissue, mend a book. Give them time for this, do not get stuck in demands i.e that a child must say sorry before the situation is resolved. Let the “victim” dictate what they want the other child to do to make things right.

Managing any situation will always start with the above procedures. If the behaviour becomes unmanageable or dangerous to the child or others, ask a colleague for support and implement the strategies listed here. We will not use other adults as ways to pressurise them – e.g. do I need to go and get “X”? Children should not be brought out of the nursery, if it is necessary extra support can be sought from within the team or another room.

Research clearly states that when emotions are running high the human brain cannot function for higher level responses, it switches to a “fight or flight” mode. Therefore resolution may not be possible until the situation has calmed. (Hughes and Dawson 1985)

“When a person is drowning is not the time to give swimming lessons”

Reminders

- Remember that your body language, tone and demeanour all support de-escalation.
- Stay calm and use a calm/passive tone when speaking.
- Be conscious of your facial expression and body language.
- Seek support from other staff members if needed.

- If you feel unable to deal with the situation, seek immediate support from another staff member

Biting.

- It is part of a normal developmental phase
- It is a form of communication
- It can be a quick way to get a toy/attention
- It can be as a result of activities that are too demanding, wants, frustration, and stressful environment.
- It can be as a result of lack of routine and/or inadequate levels of positive and nurturing adult interaction
- It may be imitative behaviour
- It may be as a result of inappropriate attempts at interaction (a young child will not know the difference between biting and kissing – it is hard for them to understand that one is acceptable physical interaction and one is not)
- 1: 10 toddlers bite (i.e. it is common).

Guidance on dealing with and avoiding biting.

- 'Punishment' is NOT advised – much better to 'unpick' the reasons and MODEL appropriate behaviours.
- Focus attention on the 'victim' – show a sad/angry face to the biter and say "no biting" then turn your back (i.e. ignore them) and give attention to the victim (don't dwell on apologising – for all we know the biter intended to be friendly –make it clear through body language and tone of voice that it is unwanted).
- Be CONSISTENT in response.
- Teach nurturing behaviour.
- Teach words "stop", "mine", "want it".
- Have a mantra "we don't bite people – we bite food".
- Be specific in language – "be nice, be good" is much too vague – better to say "I like hugs, kisses".
- Teach 'gentle touching'.
- Observe to establish patterns
- May be due to internal reasons - hunger, tiredness, teething, irregular bowels.
- May be due to external reasons - over stimulation, over crowding, lack of favoured toys, lack of attention, lack of supervision.

What to do to encourage non-biting behaviour

- Establish good clear routines
- Provide a variety of activities
- Be aware of over stimulating, overcrowding situations
- Main care givers (parents, keyworkers) should provide quality adult interaction
- Provide positive guidance (modelling appropriate physical interactions, giving the child the words s/he needs in order to communicate requests/wants)
- Pre-empt and anticipate
- Praise good interactions "nice kissing" "gentle hugging"

- Unpick reasons 'why'
- Chart occurrences (CPOMS)
- Evaluate staff responses
- Consider early transition to older room (older children are less tolerant of this behaviour)

Working with parents around biting

- Reassure parents of the child's confidentiality
- Staff member will phone the parent of the 'biter' and the 'victim', shortly after the event, this is to ensure confidentiality of the child and also an opportunity to explain what has happened without being overheard by other parents, as would be the case if the disclosure took place at 'pick up'
- Assure parents that this is part of a normal phase of development for many young children (rule of thumb – once children have developed the language they need to communicate wants and desires words replace biting)
- If necessary tell other parents you are working to resolve the situation
- Establish whether biting is an issue elsewhere – work with parents to adopt same strategies and language used.

Play fighting.

Generally:

- Practitioners can usually tell the difference from rough and tumble play and genuine fighting
- However, rough and tumble play can easily lead to real fighting – so we have to try to establish rules
- A play fight is not the same as bullying – bullying would involve persistent actions from a specific person/s
- Play fighting helps children to develop – through play fighting children learn to control their emotions, bodies, expression and anger. They learn their own limits and those of others so that they don't lose control and hurt themselves or others
- We can't prevent every injury, and minor ones can be a useful learning experience, after all.

Research shows:

- Play fighting nurtures an ability to comprehend the hierarchy of social structures – there is a suggestion that there is a link between rough and tumble play and social competence – play fighting has been found to

stimulate the release of certain chemical growth factors in the cerebral cortex – an area known as the 'social brain'. The less growth is promoted in this area the greater the likelihood of impaired perception of social cues.

What does this mean for the early years?

- We should allow for play fighting as part of PSED....but....
- We should monitor for 'singling out' / bullying
- We should intervene when it looks as though it may become a real fight.
- We should help our children to learn about and understand their own emotions and those of others – sometimes we need to experience a situation in order to do this (cognitive dissonance) – discussion, negotiation, establish rules, empathy, self-control
- We should help our children develop the skills they need to cope in challenging social situations – identify 'what is going on', self-control, ability to walk away, adherence to rules, seek help
- The children who experience and learn to deal appropriately with rough and tumble play are more likely to develop the resilient and robust social skills they will need later in life.

Anti – Bullying

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. (Definition for bullying by the Anti-Bullying Alliance).

We aim to deliver a safe and secure environment where all children can play and learn without fear or anxiety.

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.
- Bullying can be prejudice based and or discriminatory.

Preventing Bullying:

It is important to be aware that very young children are not always able to manage their own feelings. We will use a variety of strategies to assist them to manage their feeling to support their biological and cognitive development. These could include using resources linked to the 'Colour Monster' (in nursery school), identifying emotions e.g. using mirrors, images or communication boards. In addition, we use stories (including social stories), group time and sharing the code of conduct.

Assist in this management to support their biological and cognitive development. Offer support to both parties and to discuss the issues through play, story times and circle time activities.

Very young children are 'egocentric' which means that they put their own feelings before others, and even the most considerate child will have the occasional outburst due to frustration, anger or over exuberance. We acknowledge that this is a developmental area that needs to be nurtured and supported and that very young children do not intentionally wish to cause hurt. If hurtful comments are made, our strategies are:

Staff in the nursery take all forms of bullying seriously and intervene to prevent incidents from taking place. A record will be kept of all incidents of bullying that happen in the nursery and these will be shared with the headteacher. The parents of both parties will be informed. The incident will be recorded on CPOMS.

We have an open door policy, if parents are concerned that their child might be being bullied, or who suspect that their child maybe the perpetrator of bullying we encourage them to speak to their child's key person, room leader or headteacher as soon as possible.

Further Strategies

Help Script

We use a restorative approach to behaviour and always aim to deescalate a situation

Restorative Questions

- What happened?
- How were you feeling?
- How do you think other people felt? [Use specific names, as appropriate]
- How do you feel now?
- How can we put it right?

Help Script for Children in Crisis

- I can see that you are (angry/sad...) I would feel (angry/sad...) too if ... (E.g., someone had called me a name ...) or I can see something has happened...
- I want to help you.
- When you are ready to talk, I will listen.
- Come to (my office/ our classroom ...) and you can talk to me.
- [Children can also be reminded to, 'Take the help.'
- Just keep repeating the 'I want to help' onwards part if the child does not respond. Do not get into a discussion until child is where you want them to be.

Where more than one child has been involved in an incident, ensure that all parties are aware that the situation has been dealt with. Some children experience a sense of injustice if they do not see that the other child(ren) have been spoken to.

Thinking Time

If the child is angry and upset it may be that some “thinking time” is necessary. This means a short spell away from other children and activities in the company of one adult who can provide space and calm – to enable the child to come to terms with the situation. The child needs to know:

- That such behaviour will always be stopped
- The reasons why it is not acceptable to behave that way
- That the child is still wanted and valued
- That adult help will be available to help the child avoid such behaviour in the future
- That if the unacceptable behaviour arose from strong feelings of anger or frustration, there is nothing wrong with the feelings themselves, only the way in which they were expressed.

Adults need to show united support for each other in front of children even if they later need to question what has happened. If there are serious concerns about the way a child's behaviour is managed then a member of the Management Team should be asked to support

Remember that a child who has “lost control” (disruption, throwing, hitting out etc.) is demonstrating that they are not ok. They may be scared, hurt, confused, angry, anxious etc. It is important to confirm their feelings and let them know that it is your job to help.

Recurring Concerns

- Bring to “cause for concern” at the team meeting,
- It may be appropriate to share concerns across the Nursery to ensure a consistency of approach
- The Team will keep a detailed record using the attached “ABC” monitoring record (Appendix II) and let the Head / SENCO know.
- With the support of a manager the situation should be discussed with the parents. This should be informing and set the precedent of working together with parents. We will still be responsible for supporting children at the nursery (See section below regarding working with parents). We do not expect parents to “punish” their child for an incident that may have happened long before.
- The SEND procedures should be followed – A plan will be drawn up with the team based on the ABC observations. Strategies and targets will be set and put in place for the following day. These will be monitored by the team (with support from the head) every day for the first week and following this on a weekly basis.
- The strategies should be monitored through team and child of concern meetings
- A clear record should be kept on file (Head)

Sharing Recurring Concerns with Parents

- When there are ongoing concerns about a child's behaviour this will have been shared at a team meeting. Part of that discussion will be how to work in partnership with the parents and share information and discuss strategies that will support the child in following the Code of Behaviour.
- If a child has been marked at nursery, this will be shared with the parent through the accident form.
- If the injury was caused intentionally, the Key Person will take the other parent to one side and inform them objectively and in confidence about the incident. They will reassure the parent that the incident was fully dealt with at nursery. We will let them know that we are supporting the child to follow the Code of Behaviour and monitoring the situation. If there are further concerns we will let them know.
- We will also tell parents the other things that a child did at nursery that day in order to give a balanced picture of their day.
- There may be issues that are not common knowledge in regards to concerns (regarding child protection, domestic situations, etc.) so check with a member of management team prior to meeting with parents.