

HAVEN NURSERY SCHOOL AND CHILDREN'S CENTRE

BEHAVIOUR POLICY

At Haven Nursery School and Children's Centre we believe that children should learn through exploration and fun, within a challenging environment, supported by a caring staff working in partnership with parents. Whilst we value each child as a unique individual, we wish to promote, by positive reinforcement, behaviour that is socially acceptable. All children will be encouraged to behave in a responsible manner, both to themselves and others, showing consideration, courtesy and respect for other people and their environment.

Parents should be made aware of the kind of behaviour we are encouraging and how inappropriate behaviour is dealt with – by inappropriate behaviour we mean aggressive, physically or verbally challenging, bullying and attention seeking or manipulative behaviour.

By bullying we mean behaviour which can be defined as an attack or repeated attack verbally or physically on a particular child or group of children, which intimidates that child and makes them feel powerless and causes them distress.

PARTNERSHIP WITH PARENTS

Partnership with parents is crucial to the success of this policy. Staff will always work with parents to ensure we have a consistent approach between home and nursery. Positive progress will be shared as well as concerns.

AIMS

In implementing this policy the Early Years Practitioners aim to help children comply with a model of good behaviour appropriate to their stage of development. This will be taught within an environment which is friendly, secure, stimulating and interesting, where adults are responsive to the individual needs of all children.

Early Years Practitioners aim that children should be able to:

- leave their parent happily and with confidence when entering the Hive or Nest
- play happily with other children, showing kindness and consideration for others
- use and care for nursery resources in an appropriate manner
- approach an adult or child and ask for help when necessary
- participate in routines and activities willingly and with confidence
- begin to sit and concentrate on activities both self-chosen and adult-directed
- develop a self-discipline within their emotional development
- continue with the standard of behaviour encouraged by staff when other adults are present, e.g. parents, visitors
- continue with the standard of behaviour encouraged by staff when out of the nursery for visits
- adapt behaviour according to the setting e.g. running outside, walking inside
- develop skills that allow them to problem solve and make appropriate decisions to resolve issues
- begin to label their feelings

All of the above should take into account the child's level of development and understanding

The basis of this policy is that the nursery expects appropriate behaviour. All adults in the nursery 'model' and encourage appropriate behaviour by:

- treating each child and adult with respect speaking quietly
- thanking children for helping
- thanking children for their kindness to others
- thanking children for completing a given task
- listening and respecting what children say
- being polite at all times

- speaking quietly
- thanking children for helping
- thanking children for their kindness to others
- thanking children for completing a given task
- listening and respecting what children say
- celebrating positive achievements and successes both in the nursery and at home
- sharing with parents the successes of the child
- being aware that behaviour problems are seen as a shared responsibility of all staff
- taking time to discuss and plan an appropriate course of action for inappropriate behaviour
- building positive relationships with parents that is visible to children

All staff will ensure that:

- children are always told when a parent is leaving. They should not “sneak away”
- if a child is distressed and needing comfort, the adult should firstly go down to a child’s level in order to offer comfort. The child should only be picked up if this does not work, and then only with the child’s permission/agreement. If the child tries to pull away they must be put down immediately
- children should not be pulled by the hand. It is permissible to offer your hand to the child and let them take it. If a child needs to be urged along it is acceptable to gently guide with a hand on the back

Obviously, in the case of an emergency e.g. fire, a child’s safety is paramount and the child can be picked up.

We believe that the children in our care must have a positive self-image and high self-esteem. We give praise for what is good, always making our praise honest and believable.

There are clear rules across the Centre:

- we show respect for all children, adults and the environment within the Centre
- we treat others’ beliefs and opinions with consideration and tolerance
- the Centre is a non-smacking zone

Within each area of the Centre, children will be encouraged and helped to discuss and to negotiate the rules for their particular group according to their level of development and understanding.

PROCEDURES FOR IMPLEMENTING BEHAVIOUR POLICY

For many children this is their first experience of a group setting and for some the first time they have separated from their parent. Personal, Social and Emotional Development (PSED) has a high priority in the Centre and staff recognise that, as in other areas of the curriculum, children need opportunities to develop, learn and practice these skills. Development of these skills and behaviours will be reinforced with praise and other means appropriate to the child. Small steps that a child has taken will be rewarded.

In the process of social training:

Staff will respond to inappropriate behaviour by getting down to the child’s level, supported by speaking calmly and clearly, using a controlled tone of voice, guiding the child towards more appropriate behaviour.

Staff will always move towards a child, and avoid calling out from the other side of the room.

In cases of inappropriate behaviour, as well as following the above, staff may, where appropriate:

- distract the child’s attention by offering an alternative option
- after a warning, remove a child from an activity
- prompt a child to pick up toys/equipment that they have dropped or thrown
- change the environment in order to change the inappropriate behaviour
- ignore the behaviour
- will always follow a situation through from start to finish

Staff will need to:

Target the right child and use private rather than public reprimands. Remember to be firm, fair and consistent, criticising the behaviour not the person, using “I like it when

Help the child to cope with the conflict by:

- encouraging calmness, keeping your responses calm and low key
- ensuring the child has adequate outlets for potentially aggressive feelings
- remembering to praise the child when he or she is being co-operative and helpful
- labelling the action/behaviour
- helping them to generate alternatives and evaluate each possibility. No apology is sought – many children feel that by saying sorry it makes it all right for them to carry on the same inappropriate behaviour. If the child says she/he is sorry, or seems sorry, the adult can say “As you’re sorry, you can go back now. But please don’t do that again”
- encouraging children to label their emotions

Be clear on what it is you want the child to achieve, finding small achievable targets and reward with attention and encouragement.

The children are encouraged to use language rather than physical force in a confrontational situation. Adults should be aware of developing situations and intervene, if necessary, to direct the child; using humour or negotiation rather than confrontation.

Listen to find out what the child’s problem is. Try to ensure your first response is a gentle one seeking to diffuse the situation. Avoid being drawn into lengthy arguments, and then give clear, firm, polite instructions. If you do not feel able to deal with a particular situation you should immediately bring it to the attention of another member of staff.

If necessary take the child to a quiet spot away from other children, for the following reasons:

- so the other children are not frightened
- so the child does not have an audience
- to avoid copy-cat behaviour
- to allow time for the child/children to talk through the situation without interruptions

Be clear in what it is you want from the child – seek to find small steps that the child can take and use rewards to shape the child’s behaviour towards your target behaviour, discussing each step taken with the parents.

If you achieve the behaviour you want, be sure the child feels rewarded through a special time together (not gifts).

As a last resort, if a child has to be physically picked up, staff must:

- a) tell the child that I’m going to pick him/her up if still refusing to comply – ask a second member of staff to help
- b) inform another member of staff that this will be the course of action
- c) record the incident immediately. Speak to a senior member of staff

Note: In extreme circumstances it may be appropriate to remove the group of children to another location rather than the child presenting challenging behaviour.

For some children it may be necessary to devise a more detailed programme. In these cases, staff will -

Ensure positive observations of children’s behaviour are kept in each child’s learning journey and shared with parents. Some children may require a more specific plan. More detailed records are essential and will be devised in conjunction with the SENCo and parents. Some children with SEN

may have particular difficulties that require staff to work in a specific way. For these children individual behaviour plans will be written in consultation with parents, SENCo and other professionals where appropriate. These plans are shared with all staff.

If there are concerns about a child's behaviour the key person will keep a diary on the child's behaviour – appropriate/inappropriate behaviour in order to ascertain what the function of this behaviour is. Notes to be taken as to:

- what the behaviour is
- where and when this behaviour is happening
- who else is present

<p>+ ABCC (Antecedent, Behaviour, Consequence, Communicating)</p>
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This information will provide the basis to help clarify the behaviour that you want modified, one step at a time.

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 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

- 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 way of behaving

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.

SERIOUS INCIDENTS

Where children have been involved in “hurting” a member of staff or another child, parents of both children will be informed verbally at the end of the session. Where the incident has resulted in the need to give First Aid an accident form must be filled in.

RESTRAINT

Any incidents requiring a child to be ‘restrained’ should be reported to the Head of Centre and an Incident Report Form (Appendix A) filled in by the key person and signed by the Head of Centre. The parents will be informed. Restraint occurs when a member of staff uses physical force intentionally to restrict a child’s movement against her/his will. It should rarely be used.

When may children be restrained?

Restraint should be avoided wherever possible. Other methods of managing the incident must be tried first unless this would be impractical.

The main reason for using restraint is to keep people safe. Restraint may decrease the risk of injury to both staff and children. Restraint may be justified to prevent a child:

- injuring themselves or others (e.g. attacking staff or other children)
- damaging property

Where it is known that a child may need to be restrained, a plan will be prepared to minimise the risk of such an occurrence and to manage it effectively should the situation arise. Parents will be involved in this process and staff fully briefed.

How may children be restrained?

The degrees of force in restraint must be in proportion to the circumstances and should constitute the minimum necessary to achieve the desired result. Staff are not allowed to restrain:

- out of anger
- out of frustration
- in any way which could cause the child injury or humiliation

During an incident, staff must caution the child that restraint may be necessary. This should be done in a calm and measured manner. Staff are also advised to maintain communication with the child throughout an incident.

What is reasonable force?

- physically standing between children
- leading a child by the hand or arm, or by gentle pressure on the centre of the back
- standing in the way of a child
- holding, pushing or pulling

Who may restrain children?

Everyone has a right to use reasonable force to prevent an attack against themselves or others. Only teachers and early years practitioners can use physical restraint under other circumstances. All authorised staff will have access to LA guidelines, in particular “Key points for Teachers”.

These arrangements apply at all times the centre has responsibility for children and extend to times when children are off site on educational trips. The policy does not apply to situations after children have been handed over to their parents.

What to do after an incident of restraint

Staff need to notify the Head of Centre as soon as possible after an incident. The Head of Centre is responsible for deciding how and when parents are notified. Parents will be informed promptly and will be given an opportunity to discuss the incident. The incident will be reviewed in order to minimise the possibility of restraint being needed in the future.

All incidents of restraint will be recorded using the Restraint Incident form. In addition it may be necessary to complete a Violent Incident Record and any staff injuries sustained will be recorded separately, in accordance with Health and Safety procedures.

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