

STRONG CLOSE NURSERY SCHOOL & CHILDREN'S CENTRE

POLICY AND PRACTICE GUIDANCE FOR BEHAVIOUR MANAGEMENT

(Including anti-bullying) Revised Summer 2016

To be reviewed Summer 2018

This policy has been produced following staff discussions and in-service training

Our aims are to

- create an atmosphere in which children feel safe and secure
- create an atmosphere which is sympathetic and non-judgemental so that parents are able to approach us with confidence to discuss concerns about their children
- show our respect for and understanding of children's needs and stages of development
- maintain continuity of education for all children
- provide support for children, families and staff
- employ clear procedures which provide a positive and secure environment
- ensure safety
- address any unacceptable behaviour, including bullying, promptly and effectively
- promote British values

In all areas and at all times we intend to encourage children to

- develop understanding of themselves
- develop understanding of themselves in relation to others
- understand nursery routines and rules
- describe and come to terms with their own feelings
- begin to understand the effects of their behaviour on others
- be responsible for their own behaviour
- share and take turns and negotiate with each other
- begin to consider other children's needs, both physical and emotional
- help other children and adults when appropriate
- use toys and resources carefully and with respect
- help to keep the school tidy and attractive, especially by helping to tidy up at the end of sessions and replacing resources throughout the session when appropriate
- listen to each other
- become independent learners by choosing, exploring and experimenting within acceptable limits

In our work in the centre we should:

- praise children who behave well, particularly those who are kind to other children and adults
- speak quietly to children and to each other, only raising our voices in an emergency e.g. for safety reasons or incidence of physical violence
- use 'stop' rather than 'no'
- take into consideration that some of our children will not be able to communicate what is happening to them and so we need to observe interactions between children and investigate them if necessary
- take any disclosures seriously

- talk with children about the implications of bullying
- help and support children to be confident enough to report bullying in what ever manner they can
- support children who need to change their behaviour, helping them to develop positive relationships with other children and adults

Practice Guidance

We aim to use an approach which encourages children to think creatively and philosophically. This method of working promotes social interaction, reflection and thinking within a group, supporting children to develop caring and collaborative thinking skills. It can be carried out at different levels and very young children are at the beginning of the process.

There are a number of reasons which may cause children to behave in an anti social or aggressive way, for example:

- starting nursery
- learning new routines / boundaries
- separation from parent /siblings
- becoming accustomed to new children, adults, environment, expectations, cultures etc.
- distressing occurrences
- the arrival of a new baby
- relationship difficulties in the family
- older/younger sibling's behaviour
- inconsistent management
- bereavement
- learning/communication difficulties
- abuse - physical, emotional, sexual
- frustration
- illness / medical conditions
- witnessing violence - first hand or video, television etc.

Anti social behaviours which are related to young children's stage of development or additional need and which form a normal part of coming to terms with needs and responsibilities and of learning social skills may include:

- refusing to share
- snatching, pushing, hitting
- ignoring adults' or childrens' requests
- biting (this behaviour is more extreme but may also be related to a developmental stage of learning)

These must be recognised as developmental stages and dealt with accordingly.

Strategies used to deal with these behaviours should include the following depending upon the circumstances:

- stop the behaviour by speaking to the child individually or by removing them physically if necessary (see Policy on "Use of Reasonable Force")
- explain the consequences of their behaviour i.e. the effect that this is having on someone else
- pay attention to the child who has been hurt, distressed, affected etc.

- discuss alternative behaviour e.g. being kinder, more gentle, more helpful etc.
- reinforce the acceptable behaviour e.g. praise another child (introduce a role model)
- ensure child complies with adult's request e.g. tidying up - with help if necessary
- find alternative activity

If a child's behaviour continues to be unacceptable:

- exclude child temporarily from general play either from an activity or from an area
- explain what is required and the consequences of not meeting those requirements
- be consistent
- remind child of previous positive behaviour which has pleased us

Intentional hurtful behaviour towards other children, either physical or mental, which could develop into bullying in the future may include:

- hurting e.g. biting, pushing, kicking
- trapping or blocking a child's way
- monopolising
- making fun of e.g. teasing, taunting
- excluding from play
- targeting a child to blame

Persistent unacceptable or intentionally hurtful behaviours should be observed and monitored. This should include the context, behaviour of others leading to such behaviour as well as behaviour of the individual.

At this stage parents should be consulted and kept informed either by the class teacher/key person or the head, whoever is deemed to be the most appropriate person in each instance.

Ongoing observations of the child should include:

- observations of the incidents, patterns, trigger times
- timed observations
- video recording (if appropriate)
- whole staff observations
- talking and listening to the child
- observing other children's reaction

There may be instances when whole staff discussion is impossible for reasons of confidentiality.

Otherwise, the following methods should be used:

- discussion with the nearest member of staff to get a second opinion, out of hearing of other children or adults
- ask the opinion of a member of staff who knows the child well
- whole staff discussion at staff meetings
- work out strategies
- draw up IPP/IEP (individual learning plan)

Parents should be consulted and kept informed at all times and their observations and opinions should be taken into account when drawing up an IPP/IEP. Parents should receive a copy of the IPP/IEP.

After discussion with parents, and with parents' permission, other professional advice should be sought, for example, speech and language therapist, educational psychologist etc.

If necessary, a child who has an ongoing behaviour difficulty which is likely to affect their access to learning opportunities should be placed at Early Years Action / Early Years Action Plus of the formal Assessment Process. This enables the child to have individual attention and learning opportunities during each session.

Other aspects of children's behaviour which cause concern such as changes of behaviour, behaviour which is too quiet or timid or behaviour which is too dependent on routines should be monitored and action taken using relevant strategies. (see above)

The following are the practical rules which children should be taught and helped to understand to ensure safe and careful use of space, equipment and resources and create a happy and secure environment.

Rules of nursery need to be easily conveyable to the children, with reasons e.g.

Outdoors

Children should:

- walk when pushing the wheeled toys
- ride wheeled toys only on the track
- keep toys in the playground
- look after the flowers and plants
- wear wellies on wet grass

Indoors

Children should:

- keep sand and water in trays
- eat and drink in Room 2 at the table
- only adults switch the computers on or off

Children should be encouraged to hang their coats on their hooks in the classroom.

Children should be taught the importance of flushing the toilet, washing their hands and using the bathroom area appropriately.

Related policies

Use of Reasonable Force

Date of ratification _____

Governor signature _____