Behaviour Policy

Five Outcomes for Children – Every Child Matters

This policy reflects the outcomes identified in:
1. Being Healthy
2. Staying Safe
3. Enjoying and Achieving
4. Making a Positive Contribution
5. 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 ther 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 a 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 *principle*s *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; "its 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 (Explorers) – "Not Safe" – simple language, introduction of new words and concepts
- Toddler Room (Discoverers) – "Not safe to play by the door" – extension and supplying reasons.
- Nursery School (Adventurers) – "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 and be illustrated with photographs to support children in understanding it
- Their 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 (see appendix 1)
- 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
- Their 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

<u>Adults</u>

- 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

<u>Environment</u>

- The environment will be clearly labelled and organised and children are taught how to work within it
- The resources are well ordered and children are taught how to use them
- 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

1. 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

2. 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

3. 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.

1. Stop the play – refer directly to the Code of Behaviour

2. Comfort the child who has been hurt

3. 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"

4. 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…)

5. Re-state / frame the problem – focusing on the problem rather than the behaviour and remaining objective and non-judgemental

6. Refer to the Code of Behaviour – (show children where this is in the Nursery)

7. 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"

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 eg 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

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 form 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

1. Bring to "cause for concern" at the team meeting,

2. It may be appropriate to share concerns across the Nursery to ensure a consistency of approach

3. The Team will keep a detailed record using the attached "ABC" monitoring record Appendix II) and let the Head / SENCO know.

4. 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.

5. The SEN 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.

6. The strategies should be monitored through team and child of concern meetings

7. 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.

Signed on behalf of Brougham Street Nursery School: Headteacher

Chair of Governors

Review Date: November 2023

Appendices;

__Interactions with Children__ (for all adults at nursery including visitors)

- Listening to children when they are telling you something

- Attempting to understand from the context what a child is telling you if you don't understand what they are saying

- Engaging with them at their level – i.e. sitting on the floor or on a low chair

- Going over to the child, rather than calling across the room or garden if you need to get their attention

- Never shouting – unless there is an urgent need to do so – i.e. if a child is in danger

- Engaging children's attention in a playful and positive way

- Discussions with other adults should be related to children or activities and be brief and held privately away from children

- Resources should be collected before the start of the session – if it is necessary to leave the nursery room, let the rest of the team know where you are going and how long you will be.

- Staff should be aware of the flow of children, and if there are too many or too few in any area, they should take responsibility for supporting a neighbouring member of staff. For example if there are only one or two children in an area (inside / outside), invite others to join you or ask the children to invite a friend to join the activity

Cycles of Development
Stage One – Being (Birth – 6 months)

Job of the child
- To call for care
- To cry or otherwise signal to get needs met
- To accept touch
- To accept nurture
- To bond emotionally – to learn trust caring adults and self
- To decide to live, to be

Affirmations
- I'm glad you are here
- You belong here
- What you need is important to us
- We are glad you are you
- You can grow at your own pace
- You can feel all of your feelings
- We want you to be here and want to care for you

Helpful Teacher/Carer Behaviours
- Affirm child in doing the developmental tasks for this stage
- Provide consistent care as needed
- Think for child when required, while monitoring development through the stage
- Use touch, holding, talking, singing – and intuition to decide how and when
- Be reliable and trustworthy
- Get help when unsure how to respond to child

Cycles of Development
Stage Two – Doing (6 – 8 months)

Job of the child
- To explore and experience the environment
- To develop sensory awareness by using all senses
- To signal needs to trust others and self
- To continue to form secure attachments with parents and/or caregivers
- To get help in times of distress
- To start to learn that there are options and that not all problems are easily solved
- To develop initiative
- To continue Being stage tasks

Affirmations
- You can explore and experiment and we will support and protect you
- You can do things as many times as you need to
- You can use all of your senses when you explore
- You can know what you know
- You can be interested in everything
- We like you when you are active and when you are quiet
- We like to watch you grow and learn

Helpful Teacher/Carer Behaviours
- Affirm child in doing developmental tasks for this stage
- Provide a safe environment and protection from harm
- Provide nurturing touch and encouragement
- Say 'yes' more than 'no'
- Offer a variety of sensory experience
- Listen to the child, especially if s/he is struggling to express something
- Feedback observations of behaviour and model new language
- Respond when child initiates activity

Cycles of Development
Stage Three – Thinking (18 months – 3 years)

Job of the child
- To establish ability to think for self
- To test reality, to push against boundaries and other people
- To learn to think and solve problems with cause-and-effect thinking
- To start to follow simple safety commands; stop, come here, stay here, go there
- To express anger and other feelings
- To separate from parents without losing their security
- To start to give up beliefs about being the centre of the universe
- To continue earlier tasks

Affirmations
- I'm glad you are starting to think for yourself
- You can say no and push the limits as much as you need to
- It's okay for you to be angry, and we won't let you hurt yourself or others
- You can learn to think for yourself and others can too
- You can think and feel at the same time
- You can know what you need and ask for help
- You can be yourself and we will still care for you

Helpful Teacher/Carer Behaviours
- Affirm child in doing developmental tasks for this stage
- Help transition from one activity to another
- Give simple clear directions, including basic safety commands
- Be consistent in setting limits and ensuring they are kept
- Accept all child's feelings without getting into win-lose battles
- Give reasons, and provide information to move child on in own thinking
- Stroke thinking by encouragement and celebration
- Expect child to think about own and others' feelings
- Give time for new thinking to develop e.g. cause and effect

Cycles of Development
Stage Four – Identity & Power (3 – 6 years)

Job of the child
- To assert an identity separate from others
- To acquire information about the world, self, body and gender role
- To discover effect on others and place in groups
- To learn to exert power to affect relationships
- To practice socially appropriate behaviour
- To separate fantasy from reality
- To learn extent of personal power
- To continue learning earlier tasks

Affirmations
You can explore who you are and find out about others
You can try out different ways of being powerful
All of your feelings are okay here
You can learn the results of your behaviour
You can be powerful and ask for help at the same time
You can learn what is pretend and what is real

Helpful Teacher/Carer Behaviours
- Affirm child in doing developmental tasks for this stage
- Expect child to express feelings and to connect feeling and thinking
- Teach clearly that it is OK to be who you are, and that both sexes and all cultures are OK
- Answer questions accurately, provide information and correct misinformation
- Be clear about who is responsible for what in classroom and playground
- Encourage fantasy while being clear about what is fantasy and what is reality
- Acknowledge and respond to appropriate behaviour

Cycles of Development
Stage Five – Structure (6 – 12 years)

Job of the child
- To learn skills, learn from mistakes and decided to be 'good enough'
- To learn to listen in order to collect information and think
- To practice thinking and doing
- To reason about wants and needs
- To check out family/school rules and structures
- To learn the relevancy of rules
- To experience the consequences of breaking rules
- To disagree with others and still be wanted
- To test ideas and values
- To develop internal controls
- To learn what is one's own responsibility and that of others
- To learn when to flee, to flow and when to stand firm
- To develop the capacity to co-operate
- To test abilities against others
- To identify with one's own sex

Affirmations
- You can think before you say yes or no
- You can learn from your mistakes
- You can trust you intuition to help decide what you want to do
- You can find ways of doing things that work for you
- You can learn the rules that help you live with others
- You can learn when and how to disagree
- You can think for yourself and get help instead of staying in distress
- We still want to be with you when we differ and we can learn together

Helpful Teacher/Carer Behaviours
- Affirm child in developmental tasks for this stage
- Teach conflict resolution and problem-solving skills
- Give lots of strokes for learning, thinking and finding own way to do things
- Encourage skills development
- Be encouraging, enthusiastic, reliable and consistent
- Respect child's opinions and beliefs and allow discussion
- Be clear that mistakes are part of learning
- Challenge negative behaviour and confront discounting
- Encourage participation in rule-making, and be clear about negotiable and non-negotiable rules

List of Feeling Words

Abandoned	Disgusted	Inferior	Quarrelsome
Accepted	Distracted	Infuriated	Queer
Affectionate	Distressed	Inspired	
Afraid	Disturbed	Insulated	Reassured
Ambivalent	Divided	Intimate	Refreshed
Angry	Dominated	Intimidated	Rejected
Annoyed	Doubtful	Intrusive	Relaxed
Anxious	Dull	Irritated	Relieved
Apathetic		Isolated	Reluctant
Assertive	Eager		Remorse
Astounded	Ecstatic	Jealous	Resigned
Atracted	Embarrassed	Joyous	Resistant
Awed	Empathetic	Jumpy	Responsive
	Empty		Restless
Bad	Enraged	Kind	Ridiculous
Betrayed	Envious		
Bitter	Exasperated	Lazy	Sad
Bold	Excited	Left out	Satisfied
Bored	Exhausted	Lonely	Scared
Brave	Exploited	Longing	Serious
Burdened	Excluded	Lost	Shocked
Belonging	Explosive	Loving (Love)	Silly
Beautiful		Lovable	Sneaky
	Fascinated	Low	Solemn
Calm	Free		Sorrowful
Challenged	Fearful	Mad	Spiteful
Cheated	Flustered	Mean	Startled
Cheerful	Foolish	Melancholy	Stingy
Clever	Fortunate	Miserable	Strange
Competitive	Frantic		Stupid
Concerned	Frightened	Naughty	Stunned
Condemned	Frustrated	Nervous	Surprised
Confident	Furious	Nice	Sympathetic
Confused		Numb	
Conspicuous	Glad		Tempted
Contemptuous	Good	Obsessed	Tender
Contented	Grateful	Out of control	Tense
Crushed	Guilty	Outraged	Terrible
Curious		Overjoyed	Terrified
	Happy	Overwhelmed	Threatened
Defeated	Hate		Ticked-off
Defensive	Helpful	Pain	Tired
Delighted	Helpless	Panicked	Trapped
Depersonalised	Homesick	Passive	Troubled
Depressed	Horrible	Peaceful	
Deserted	Hysterical	Petrified	Unafraid
Desolate		Pity	Uncomfortable
Despair	Ignored	Pleasant	Uneasy
Determined	Imposed upon	Pleased	Unfortunate
Detest	Impressed	Powerful	
Devastated	Incredulous	Powerless	Weak
Different	Indignant	Pressured	Wicked
Disappointed	Infatuated	Proud	Wonderful
	Interested	Puzzled	Worry(ied)

Maslow's hierarchy of needs