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Achieving Positive Behaviour and Sanctions



Version control

Agreed at Meeting on	Attended by	Final Approval by	Date Approved	Next Review Date
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Policy

Otters Nursery School believes 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.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

We have a Behaviour Management Co ordinator (BeCo) at each setting who is trained and helps to monitor the procedures, assisting with particular cases, mentoring and training staff and ensuring that procedures are kept current. They must access and act upon expert advice if necessary.

The Behaviour Management Co ordinator (BeCo) for this setting is :

We actively share our Achieving Positive Behaviour Policy and Procedure with Parents/Carers.

Adults must **NEVER, UNDER ANY CIRCUMSTANCES** use physical punishment known as corporal punishment, in any form.

It is our policy to resolve unsociable behaviour by quietly explaining to the child why such behaviour is not acceptable and the consequences of the same.

To achieve Positive Behaviour Management all staff must follow the procedures and the Manager, senior staff and the Behaviour Management Co ordinator (BeCo) are responsible for ensuring the procedures are followed at all times:

Procedure

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- We, at Otters Nursery School, believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else.
- We aim to work towards a situation in which children can develop self-discipline and self esteem in an atmosphere of mutual respect and encouragement.
- We have a Designated Member of Staff for Achieving Positive who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. In small settings this may be shared between co-staff.
- We require the Designated Member of Staff for Achieving Positive to:
 - keep themselves up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
 - access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development ; and
 - check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- Rules governing the conduct of the nursery and the behaviour of the children will be discussed and agreed within the nursery and explained to all newcomers, both children and adults. This is further embedded with the use of golden rules appropriate to the level of development so that all children are aware of boundaries.
- All adults in the nursery will ensure that the rules are applied consistently, so that the children have the security of knowing what to expect and can build up useful routines of behaviour.
- All adults will try to provide a positive model for the children with regard to friendliness, care and courtesy.
- Adults in the nursery will praise and endorse desirable behaviour such as kindness, willingness to share, courtesy and respect for all other users of the nursery.
- We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- Each child's Key Person will work with the Behaviour Management Co ordinator (BeCo) in partnership with the child's parents/carers to develop strategies to review undesirable behaviour and promote positive behaviour as necessary.
- The Behaviour Management Co ordinator (BeCo) will also seek advice from outside professionals if necessary to support the individual development of each child, i.e. Early Years Consultant or the LEA behaviour management team.
- A calm enabling environment where adults provide positive role models will help children to play alongside each other with respect and understanding.
- Adults must **Never** shout or threaten a child.
- Adults must **Never** ever use physical punishment i.e.: slapping, shaking, or hitting.
- All adults help the child to understand that the behaviour was undesirable by talking to them and explaining the situation, however be careful to ensure the child understands that it is the behaviour which is undesirable and not the child in order to promote their self-esteem.

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- Adults must **Always** be fair. If a child has displayed undesirable behaviour then it must be dealt with in a way that is consistent, this will support all children to develop an understanding of what is right and wrong.
- All children should be supported to learn to care for each other as this will promote their acceptance and ability to create positive relationships with others.
- A high priority must be placed on good manners, courtesy and kindness to others and adults will praise children when displaying these behaviours in order to promote them.
- All adults must lead by example and provide a good role model. **Remember** that saying sorry, please and thank you are important.
- Only if it is developmentally appropriate, encourage children to apologise and make-up as this will help the children to understand that their actions have consequences.
- **Always** explain to children why they must/must not do something in a way that meets their individual needs.

Dealing with unwanted or inconsiderate behaviour Policy and Procedure

We advise all of our parents/carers of our policy and procedure.

Adults must **NEVER ,UNDER ANY CIRCUMSTANCES** use physical punishment known as corporal punishment, in any form – smacking, shaking, shouting etc. Adults do not have a 'naughty chair', punishment corner or any other form of sanction that demeans a child or embarrasses them in front of their peers.

- It is our policy to resolve unsociable behaviour by quietly explaining to the child why such behaviour is not acceptable and the consequences of the same.
- If a child proves disruptive to the extent that the normal running of the nursery session is affected, the child is removed from the normal activities by a member of staff to a quieter area until the child has settled down.
- Parents are informed if it has been necessary to correct a child's behaviour more than is usually expected for that child.
- We are concerned for the happiness and well being of every child. If a child does not settle at the nursery, we may advise that for the well-being of the child he/she suspends attending, on a temporary basis, until the child is happy to stay and better able to participate at the nursery. This would only happen in extreme circumstances.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, respect, care and courtesy.
- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation

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records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- 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 group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- 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.
- We never send children out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Physical restraint

- We use physical restraint, such as holding, only to prevent immediate danger or physical injury to children or adults and/or serious damage to property. This is used as a 'last resort'.
- 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 the Manager and are recorded in the child's personal file. The child's parent is informed in private on the same day and the key person discusses the situation with the parent and appropriate solutions are agreed.

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- We follow the guidelines, as published in 'Physical handling guidance for early years settings', March 2012, for reporting any incidents of physical restraint to the local authority and for training our staff.
- Advice is sought from and any incidents of restraint are reported to the Area Inclusion Team, Services for Young Children, Hampshire County Council.

Children under three years

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff, especially the child's key person, are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- Biting or any physical injury caused to a child must be recorded in the accident/incident record and the procedure followed.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.
- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

Rough and tumble play, hurtful behaviour and bullying

Our procedure provides additional focus on these kinds of inconsiderate behaviours.

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.

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

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their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'.

- For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance 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 help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and 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 Adam 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. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- 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 a child 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, staff, especially the key person, work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful



behaviour are that:

- they do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the setting;
- their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
- the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
- the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
- the child has a developmental condition that affects how they behave.
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

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 in another.
- Bullying can occur in children around five years old and over.
- 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; and
 - 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 ways of behaving.