

Behaviour Policy

Written by	Head teacher
Frequency of review:	Annual
Date last reviewed and approved by Governing Body:	November 2020
Date of next review:	September 2021
Display on website:	Yes
Purpose:	For staff to use regarding positive behaviour management
Consultation:	Governors: ✓ Parents: x Pupils: x Staff: ✓
Links with other policies:	Safeguarding, SEND &

“You can’t teach children to behave better by making them feel worse. When children feel better, they behave better.” Pam Leo

All children respond to praise. At Surbiton Children’s Centre Nursery we believe that using positive strategies help children to interact successfully with their peers and with adults. We also recognise that young children will need adult support when learning to play co-operatively in group situations. We encourage children to respect others, to share and collaborate, to appreciate and be sensitive to other people’s feelings and qualities.

At Surbiton children’s Centre we believe that a positive behaviour policy creates a stable environment where children feel confident and secure to explore all the opportunities within the nursery.

Such a policy helps children to develop:

- Self-respect and growing self esteem
- Social behaviour including consideration and empathy for others
- The ability to control their behaviour
- Social skills enabling them to negotiate and problem solve with their peers

We encourage good behaviour and reward it with specific praise such as ‘good listening’, good sharing’ and believe that this enforces the positive aspects of acceptable behaviour.

Strategies for encouraging positive behaviour

- Working in partnership with parents.
- Praising positive behaviour.
- Modelling behaviour.
- Setting boundaries that are clear and simple and that match the developmental needs of 2, 3 and 4 year olds.
- Anticipating and avoiding situations before they happen.
- Interacting and supporting children’s play.
- Endeavouring to achieve a consistent approach from all adults.

We do not consider children to be naughty or label them as naughty, but describe their behaviour for example ‘that was unkind’. We do not accept ‘hitting back’ because we feel this is not an appropriate way of teaching children about resolving conflict situations. We do not insist on simply saying sorry, but give children the opportunity to reflect on the consequences of their actions and the effect they have on others.

The school takes any pattern of negative behaviour towards another child or group of children (bullying) seriously and works with children and parents in school to address and resolve issues.

The Nursery has access, through the Special Needs Code of Practice, to Kingston's Educational Psychological Service and support for behaviour management can be sought through the Nursery's attached Educational Psychologist who collaborates with parents and staff.

Children learn that:

- Hurting each other or calling names is unacceptable.
- We all share the same space and need to think of others.
- We co-operate with each other at work and play.
- There are clear expectations for what is right, wrong and why.

Guidance for dealing with challenging behaviour:

- It is always the **action** rather than the child that is considered unacceptable.
- All adults are aware of and respect varying cultural expectations regarding interactions between people and must not, for example, expect eye contact with children who would consider this impolite.
- For some children with additional and different needs '**behaviour is communication**' and in order to understand the behaviour it is pertinent to examine what the child is trying to communicate. In such cases it is not **bad** behaviour but impaired communication.
- Adults will not raise their voices in a threatening way and must at all times remember that the child who is behaving inappropriately is in need of support.
- Recurring problems with inappropriate behaviour are shared with parents and colleagues. After detailed observations staff may have a specific meeting to discuss further individual strategies in conjunction with the child's parents/carers.

Strategies to use in behaviour management:

- If a child is upset we endeavour to find out the reasons for this and deal with it immediately.
- The child will be given 1:1 adult support and explanation at the time, at the child's level of understanding. Positive aspects of a child's behaviour will be shared with parents, colleagues and the child's peers to sustain the child's self-esteem and promote positive expectations for future behaviour.
- Feelings will be discussed and the unacceptability of the behaviour/attitude is made clear. Children are encouraged to explain what happened in their own words and suggest solutions. To achieve this, suggestions for working towards a better pattern of behaviour are given and empathy is encouraged between all the individuals involved.
- If necessary the child will be removed from the situation and will be given the choice of returning and resuming the activity appropriately.
- Sometimes it may be appropriate to take a child by the hand and move the child either out of harms way or away from an area of conflict. Due to the nature of some of the children's difficulties, it is occasionally necessary to lift or carry a child. This will always be in the child's best interest or for the protection of other children and **never** as a form of punishment.
- As a result of training, staff utilise conflict resolution.
(High Scope has developed a conflict resolution approach designed for young children aged 18 months to six years)

The approach is based on six simple mediation steps that teachers use with children during emotionally charged conflict situations. The steps are:

- (1) Approach calmly, stopping any hurtful actions;
- (2) Acknowledge children's feelings;
- (3) Gather information;
- (4) Restate the problem;
- (5) Ask for ideas for solutions and choose one together;
- (6) Be prepared to give follow-up support.

All young children need adult support to enable them to make effective use of the play provision. We need to be able to interact, support, comfort and reassure children so that we know they are happy and safe.

There are times, however, when it may be necessary to use some physical contact. This would occur only when children do not respond to verbal instructions, or to keep them safe when off site. The following are examples of situations when this might happen:-

- Helping the child to sit on a chair when asked.
- Removing a child from a situation where s/he could injure themselves or others.
- Taking a child to the toilet, the outside area, the classroom within the nursery.
- Changing a child if wet or soiled.
- Putting on items of clothing, e.g. apron, coat.
- Taking a child for a walk.
- Engaging in tactile play, e.g. cuddles, rhymes, roly-poly.
- Investigating an injury.
- Time out in a safe place.

Strategies to bear in mind when supporting the behaviour of children with additional needs.

- Always allow a child time to process an instruction /request – **having gained their attention first** - use the HELPERS RULE

I.E. SAY IT ONCE

PAUSE

PROMPT (USE VISUAL / PHYSICAL CUES).

- Always warn of change or finishing or relinquishing

e.g. 'nearly time to finish, 5...4...3...2...1...finish' (plus visual cue /gesture).

- Encourage child to 'give' or go where you want them to saying 'it's time for...' In some situations there may be a need to be flexible i.e. don't feel you have to battle – leave it for team brain storming later – avoid 'meltdown'.
- Be aware of the physiology of stress – meltdown to 'primitive brain' leads to release of adrenalin and endorphins (fight or flight) and a lack of ability to 'think straight'
- Always specifically redirect to appropriate behaviour - e.g. if a child is hair pulling saying 'no' or 'don't' is unhelpful. Say 'hands down' or 'let go' – if a child is not processing language well – a calm physical prompt may be necessary
- Be aware of channels of attention - children *develop* from single channel (own agenda) to being able to process several things at once (own and others agenda), some children may have difficulty with *channels* of attention
- Be aware of the fragility of learning – this is the reason for repetition /over learning. Children with A&D needs may appear to know or learn but without consistency and repetition retention may be patchy and fragile or in fact not even learnt but merely echoed. This is true of all areas of development including PSED
- Be aware of sensory integration – all the building blocks of all the senses need to be in place for confident and competent learning (see, hear, touch, smell, taste AND kinaesthetic, vestibular and proprioceptive)
- Be aware of the environment – remove or cover distracting items, 'barricade' areas , place child appropriately e.g. near the front if hearing impaired, ensure walkways are clear for physically /visually impaired
- Create a team approach – children with Additional & Different needs can be the most de skilling of children to work with – in a stressful situation there should be ONE person for the child to be responding to (child will be single channel /in fight or flight mode)
AGREED procedures /strategies (whole staff approach)
SENSITIVITY to the needs of the child **and** to the support required by the adult involved.

Information about 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 (STAR)
- evaluate staff responses
- shadow the ‘biter’
- shadow the ‘victim’
- 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
- 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.

What do we do at Surbiton Children’s Centre Nursery?

- Discuss - encourage children to socially problem solve
- Teach rules /strategies
- Monitor behaviour –Ice berg approach
- Intervene.
- Discuss with parents.

We expect to use physical contact only on rare occasions. During an incident, the minimum amount of restraint will be used, and children will be helped by staff to regain self-control as quickly as possible.

In exceptional circumstances i.e. if a child proves to have very challenging behaviour the Nursery may request a written agreement with the parents. These are called nurture plans.

This policy has been written in consultation with parents, staff and the Governing Body; it is monitored and reviewed annually.

Appendices

Appendix 1: Copy of proforma ‘Record of incident requiring physical intervention’

RECORD OF INCIDENT REQUIRING PHYSICAL INTERVENTION

Child's Name:
Date & Time:
Description of events leading to intervention:
Actions taken/by whom:
Witness:
Discussed with Head Teacher:
Parent informed by:
Parent Signed:
Signed: