

## NURSERY BEHAVIOUR POLICY

*Please also refer to the Whole School Behaviour Policy; Whole School Anti-Bullying Policy including Anti-Cyber Bullying*

### 1 Introduction

#### 1.1 Achieving positive behaviour

Our setting 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 Early Years Foundation Stage curriculum

Corporal Punishment is never used or threatened at New Hall School.

### 2 Procedures

The Nursery Manager is responsible for monitoring how behaviour is managed. All staff are responsible for supporting personal, social and emotional development, including issues concerning behaviour.

All Early Years staff are expected to:

- keep up to date with legislation 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 including relevant training courses on Behaviour Management in Early Years which is cascaded back to other staff
- recognise that interaction with people varies between cultures and requires staff to be aware of - and respect - cultural expectations
- provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy
- keep to the guidelines in the Code of Conduct, requiring these to be applied consistently.
- work in partnership with children's parents. Parents are regularly informed verbally or by email depending on their preferred method of contact, about their children's behaviour. We work with parents to address recurring unwanted or challenging behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately

### 3 Strategies with children who engage in inconsiderate behaviour

#### 3.1 General

- We require all staff, volunteers and students to use positive strategies for handling any unwanted or challenging 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
- Staff will use distraction and positive praise to encourage positive behaviour. Age-appropriate language and reasoning will be modelled and encouraged to develop self-regulation and emotional control. Boundaries and consistency in routine enable children to understand what acceptable behaviour in the Nursery is
- We use our classroom rules to set expectations. These are discussed with the children at the beginning of each year and are displayed in each room with photos to make them more visual and easier to understand
- If a child demonstrates a poor choice, the Code of Conduct will be followed which may include some reflection or thinking time, where the child will have the opportunity to reflect with an adult and think about how they could have made a better choice. This is usually as a last resort after techniques such as distraction and positive praise for good behaviour have been used
- We try to 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. However, we actively teach about turn taking and sharing with the use of sand timers and the language of 'my turn, your turn'
- We acknowledge considerate behaviour such as kindness and willingness to share using verbal praise, stickers, and in Pre-School the Golden Book Award or the Gospel Award.
- We support each child in developing self-esteem, confidence and feelings of competence through meaningful activities, stories, and learning to identify their emotions
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome
- When children behave in unwanted or challenging ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately using social stories
- Physical intervention may be used to prevent physical injury to children or adults and/or serious damage to property. We discuss this with parents and seek written permission to use physical intervention if we feel it is needed. Training and specific methods are used
- Details of such an event are recorded on an incident log. The child's parents/carers are informed on the same day by phone
- We do not shout or raise our voices in a threatening way to respond to children's unwanted or challenging behaviour
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff 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

- 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
- If unwanted or challenging behaviour continues, we will meet with the child's parents to discuss an appropriate Behaviour Plan. Relevant strategies will be implemented and reviewed and a clear pathway set out. If upon review, there is no change or improvement in the behaviour, a reduction in sessions or hours may be implemented. This will continue to be reviewed accordingly until behaviour improves or hours reduced further
- We work closely with parents to identify SEND and to support behaviour accordingly through a One Plan

### **3.2 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 may be normal for some young children. and as such we try to divert play and use positive role modelling to show good choices and right from wrong
- 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 may also contain many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer alternative opportunities for us to explore concepts of right and wrong in an age-appropriate way
- We can 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

### **3.3 Unwanted or challenging behaviour**

Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For young children, 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 use distraction at the time of any

incidents and then talk about emotions using stories, visuals and activities. We discuss these techniques with parents so that the same approach can be used at home

- 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 calm state (less heightened), 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 give them space, acknowledge how they are feeling so they can identify the emotion and then introduce some breathing exercises, and when calm, will offer a cuddle if wanted or encourage them to re join an activity. We then discuss what could they have done differently to help them develop their conflict resolution skills
- 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 if they are receptive to this - some children prefer to be left alone and we stay close by to keep them safe. We equip them with alternative means of communicating through Makaton signing. Verbal children will also respond to cuddling to calm them down, 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. We use language such as 'hands down, or teeth are not for biting, your friend is sad' We acknowledge their emotions, 'I can see you are sad/cross, but your friend had it first' 'first his turn and then your turn', etc using easy language for a child to understand and additional Makaton signing where appropriate. Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour
- We help young children to learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit ... 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." Or "When Adam has finished, you can have a turn, let's use the sand timer"
- We are aware that the same problem may happen repeatedly before skills such as sharing and turn-taking develop. 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 by modelling behaviour, using various sand timers with differing lengths of time, activities, visual prompts, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them. We use generalised social stories and some that are created for an individual child to help them with a specific area of behaviour

- If hurtful, unwanted, or challenging behaviour becomes problematic, we work with parents to identify the cause and find a solution together through a Behaviour Plan. The main reasons for very young children to engage in excessive unwanted behaviour may be 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; we observe closely to ensure that effective, positive relationships are established
  - the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated
  - the child has a developmental delay or condition that affects how they behave. We can enlist the support of the Nursery SENDCO and implement a One Plan
  - Children with an identified SEND need are placed on our SEND register and individual behavioural strategies are discussed with parents and the child's Key Person and these are reviewed regularly