

Behaviour Policy

Rationale

It is important to create an environment where everyone can co-operate with each other in safety and harmony. However, it is inevitable that there will be times of conflict and even aggression. Disputes are natural but children need to develop strategies for dealing with these in a non-aggressive way. Children must be encouraged to think through problems and make good choices. Adults must act as role models and this policy is, therefore, equally applicable to all staff, parents and visitors.

Purposes

- To promote positive behaviour, helping children's social development and emotional well being
- To ensure all children feel safe and secure in the nursery
- For all staff to have consistent expectations and approaches to children's behaviour.
- To enable staff to support children to behave appropriately.
- To help children develop an awareness of our expectations and know/learn how to behave appropriately.
- For parents to know there is a consistent and fair approach.

A strong network of relationships

We work consistently to ensure that each child has a strong relationship with their key person. In turn the key person can help the child develop a wider network of relationships with other children and the wider staff team. Warm, caring, emotionally-attuned relationships set a very positive climate for children's social and emotional development and help to promote good behaviour.

Key people will:

- Work closely with each key child, starting with the home/induction visit and settling-in procedure, to help each child feel safe, secure, valued and feel that someone knows about them as a unique child.
- Be aware of and seek out children who don't approach them.
- Relate positively to each key child every day.
- Make time to listen to and take an interest in each child every day.

All staff will:

- Strive to be "emotionally attuned" to children, valuing and accepting their emotions e.g. "I can see you're sad about that, shall I help you for a moment" rather than "don't cry, you're a big girl now".
- Praise good behaviour
- Praise good efforts
- Show disapproval of the behaviour, not the child e.g. "That was a rude thing to do" not "You rude child".

- Model how to deal with and sort out difficult situations
- Show empathy towards children and each other e.g. “I understand you feel..... but” ... “Are you feeling?”

Bilingual staff play a key role in helping with incidents where children are at early stages of learning English.

At Edith Kerrison Nursery School and Children's Centre we have five **Golden Rules**

Golden Rules

- Walking feet
- We are all friends
- Tidy up
- Hang your coat up
- Listening time.

Parent Rules

There are also additional golden rules for parents

- Mobile phones must be switched off and put away.
- Wearable technology including headphones should be switched off with headphones removed from ears
- No open hot liquids

Behaviour Strategies to Consider

- Is the behaviour a form of attention seeking?
- Give children responsibility.
- Give time warnings before changes.
- Distract / redirect children.
- Develop positive self image.
- Encourage co-operation.
- Involve child in making amends.
- Break down behaviour into achievable goals.



Thinking Time

When children behave in a way that means adult intervention is required, these are the steps that will be followed.

1. Tell the child using words and sign language to stop. Say the positive behaviour you want e.g. we share/we are friends, we walk.
2. Child leads on resolution with the support of a distraction technique – tell child to choose somewhere else to play; choose a different toy/friend.
3. Adult leads on resolution with the removal of the child from the situation – direct child to different play area, direct child to complete a task (one they can achieve);
4. Direct child to thinking time. The preferred approach is holding the adult's hand – letting them go when they have calmed down, and saying- well done you have been sitting/holding my hand well, you can go and play now. **Or** for children who don't like physical contact they can sit quietly (for no longer than three minutes) – releasing the child with similar words.

Sharing information with parents

Parents are informed about persistent or challenging behaviour that is unacceptable taking into consideration the child's developmental level. Behaviour that hurts others (children or staff), or is having a detrimental effect on the child's well-being, learning or that of others will be recorded in the class behaviour log book and shared with parents. Referral is made to the SENCO and when deemed helpful an Individual Education Plan will set up.

Radicalisation, Racist, Bullying, Gender or any Abusive Incidents

In accordance with Local Authority procedures all incidents should be reported to the Head Teacher or a member of SLT in her absence. This includes verbal and physical insults related to race, radicalisation, religion, and gender. When deemed appropriate they are reported to the Local Authority. All incidents are recorded in the class file and monitored by the Headteacher and Governing Board termly.

Intervention and Restraint

Intervention/restraint is wherever possible avoided. However, where necessary and appropriate, reasonable force will be used to control or restrain children.

Definition:

Physical intervention is any method of physically intervening to resolve a difficult or dangerous situation and is not necessarily physical restraint.

Physical restraint is defined as when a member of staff uses force with the intention of restricting a young person's movement against their will.

Physical intervention and restraint should be used as last resort to support children and young people in times of crisis. Restraint should be avoided wherever possible. It is never a substitute for good behaviour management. Other methods (such as defusing conflict, non-physical calming, etc) of managing the situation should always be tried first, unless this is impractical.

The degree of force used should be the minimum needed to achieve the desired result. Physical restraint should only be considered an option if:

- Calming and defusing strategies have failed to de-escalate the situation
- The response is in the paramount interests of the young person
- Not intervening is likely to result in more dangerous consequences than intervening.

Using force

Before using force, staff should, wherever practicable, tell the child to stop misbehaving and communicate in a calm and measured manner throughout the incident. Staff should never give the impression of acting out of anger or frustration or to punish a child and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

Certain types of physical contact to “punish a child or cause pain, injury or humiliation” is explicitly forbidden (Educational Act 1996). Examples of this contact would be as follows:

- Kicking, slapping, punching,
- Tripping
- Holding child face down to the ground Any contact/hold that may restrict breathing/airways
- Forcing limbs against their joint

In all incidents where physical restraint has been used, the following actions must be taken:

The Headteacher/Deputy headteacher (highest authorities member of nursery) must be informed as soon as possible.

The Headteacher/ Deputy headteacher is responsible for ensuring parents are informed as soon as possible

Staff involved must complete a written record as soon as possible and always within 12 hours of incident taking place

Positive handling

With a very young age-group of children, physical holding and guidance are often needed, e.g. when a small child is very angry and about to hit out at other children, or runs to the gate during an unsettled episode whilst settling-in.

Staff are trained to use safe techniques, which are called ‘positive handling’.

We judge that an incident is “physical restraint” if the child has to be fully restrained from movement for more than a few seconds because the child wants to hurt another or to hurt her or himself. Restraint is then needed in order to keep the child or other children safe.

If a child's behaviour results in a need for restraint, as defined above, then there will be a specific plan to manage behaviour and set clear boundaries. This plan will be drawn up by the SENCO working with wider services, and with the involvement of the child's parents. This plan will outline when restraint is needed and how it is to be implemented. All instances of restraint will be recorded by the SENCO and the information will be shared with the parents.

We have a system for planning this type of behaviour support via our provision map and recording all instances, and sharing the information with parents.

Health & safety

The young person's health and safety must always be considered first and monitored. Any restraint must be ceased immediately if significant signs of physical distress are seen. i.e sudden changes in colour, difficulties in breathing, vomiting.

Staff are not under a duty to run the risk of personal injury, by intervening where it is not safe to do so. If the situation is assessed as being too dangerous, staff should remove other children, retire to a safe distance, and call for another member of staff to help.

If a child and his/her parents/carers wish to make a complaint about physical restraint used by a member of staff or other authorised person, they will complain to the Headteacher/Deputy Headteacher in the first instance (or to the Chair of Governors if the Headteacher is subject of the complaint). The incident will then be investigated under the relevant disciplinary procedure.

Legalities/context and framework

Section 93 of the Education & inspection act 2006 stipulates that:

A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely—

- (a) committing any offence,
- (b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or
- (c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Anti-Bullying Policy

Bullying may be considered to be deliberate hurt, physical or verbal, that may be attempted over a period of time that is difficult for a child to defend themselves against. It may involve physical hurt, taking possessions, verbal taunts, insults or remarks, or the spreading of stories, malicious rumours or exclusion from social groups

The aim of the anti-bullying policy is to ensure that children learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will children be able to fully benefit from the opportunities available at school. In order to achieve this:

We

- Are alert to the signs of bullying and act promptly and firmly against it in accordance with this policy
- Notice changes in children's emotional wellbeing or confidence and look for and ask about reasons behind this change
- Listen to the child's concern
- Investigate what other children involved have to say
- Ensure that children concerned feel able to approach someone;
- Ensure staff respond quickly to concerns;
- Inform parents about what is happening at school and give parents the opportunity to discuss with the headteacher or deputy headteacher
- Have a common approach to bullying and deal with incidents consistently

Children should tell a member of staff of the problem in the first instance. The member of staff will use their judgement to decide the seriousness of the incident. All incidents are recorded in the class file and monitored by the Headteacher and Governing Board termly.

The outcomes of bullying

Children in nursery who are being bullied may show changes in behaviour, such as signs of low emotional wellbeing, low confidence, becoming shy and nervous, not engaging in play and becoming preoccupied in look around, feigning illness, taking unusual absences or clinging to adults.

The bully, or potential bully, may also be experiencing problems which are a cause of his/her anti-social behaviour. Staff must be alert for behaviour or comments which may highlight that the child needs help to deal with their concerns.

Teaching about bullying

It is important to raise awareness of the nature of bullying and teach children how to respond if they are involved in, or witness, an incident of bullying. It is also essential that children learn to identify what bullying is, and how it differs to normal disagreements between friends. This can be done through our play-based curriculum, using suitable stories, and using group time for discussions.



Implementation of the policy

The following steps must be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be recorded and given to the head teacher.
- The head teacher/deputy head teacher will record the incident.
- Class teachers will be kept informed.
- Parents will be kept informed.
- Parents are asked to support us by encouraging their children to talk to staff and not telling their child to hit back.

Children who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their key person or member of staff of their choice.
- Reassurance and continuous support.
- Encourage the child to be assertive and strong, say "no", and say when there are things happening which they do not like or want
- Help to restore self-esteem and confidence.

Children who have bullied will be helped by:

- Discussing the events and their behaviour with their key person.
- Discovering why the child became involved.
- Establishing the wrong doing and need to change.
- Informing parents/guardians to help change the attitude of the pupil.



Strategies to prevent bullying

- Ensuring that children feel valued and respected.
- Listen to what children say about their emotional state and value it. Acknowledge when children are sad or shy and offer them help, without contradicting their emotional state (e.g. avoid saying “don’t cry, it’s alright”; plan to say things like “I can see you really sad, how can I help you with that” – “I can see you are very angry with her, let’s think what you could do”).
- Giving children time and encouragement to talk about and resolve any disagreements they might have. Where appropriate allow children to sort out disagreements themselves and to be strong and assertive, e.g. shouting “no” or saying “I don’t like that”.
- Good supervision.
- Awareness and sensitivity on the part of staff.
- Support children’s communication and their social development.
- Clear expectations of behaviour.
- Consistent and fair approach.

