

# **OXCLOSE NURSERY BEHAVIOUR POLICY**



**Executive Headteacher: Daniel Harrison**

**Head of Nursery: Jeanne Taylor**

**Chair of Governing Body: Pamela Sneath**

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## Aims and Values

Personal, Social and Emotional Development is a core element of the Early Years Foundation Stage (EYFS). The EYFS states that *“Providers are responsible for managing children’s behaviour in an appropriate way. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions.”*

We are committed to working in partnership with parents and carers in supporting children’s development in all areas, including behaviour and we take into account children’s age and stage of development. We work closely with parents/carers to explain the ways in which we promote positive behaviour and to explain the ways we can work together to promote the same message to children.

At Oxclose Nursery we aim to ensure the individual needs of all children are met by providing clear, consistent and developmentally appropriate expectations for behaviour through:

- Staff ensure **clear routines and expectations** are established and embedded in each area of Nursery
- **Respect:** to encourage all children to have respect for themselves, for other people (their feelings, beliefs and values) and for the nursery environment including equipment and property.
- **Understanding and compassion:** to help children to understand other people’s views and experiences and to be caring and tolerant towards others.
- **Responsibility:** to enable children to have an increasing ability to make choices and to take responsibility for their own actions. In particular, we help children to develop an understanding of the consequences of their behaviour and encourage them to take steps to ‘fix’ the situation.
- **Fairness and equality:** to give children an understanding of how to be fair to all: how to share and give everyone an equal chance (within the context of everyone having different needs). All staff will demonstrate this behaviour in their actions also.
- **Kindness:** to promote acts of kindness to each other and to assist children in ways of being gentle towards each other.
- **Support and the use of positive reinforcement:** to acknowledge considerate behaviour, reinforcing positive behaviour developing children’s confidence and self-esteem.

In order to promote “good behaviour” we will;

- As adults, model acceptable behaviour, language and communication at all times.
- Encourage;
  - Good listening
  - Good looking
  - Kind hands and feet
  - Sharing and taking turns

- Respect each other, their teachers and nursery resources and equipment

We can do this through circle time, snack/meal times, outdoor play, free play and promoting the children's achievements during group sessions.

## 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 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 understanding 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.
- 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. "Sophie took your doll, didn't she, you were enjoying playing with it. You didn't like it when she took it did you? Did it make you feel angry? Is that why you hit her?" 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 Sophie, it hurt her and she didn't like that, it made her cry"
- 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, we work with parents to identify the cause and find a solution together.

- 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 and other agencies, for example SALT, 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 predetermined intent to cause distress in another. 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 ensure that children who bully receive positive feedback for considerate behaviours and are given opportunities to practice and reflect on considerate behaviours;
- 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 circumstances 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 parents of the child who did the bullying and work out a plan for handling the child's behaviour;
- 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. By a whole school approach to developing and maintaining appropriate behaviour patterns, we hope to create a stimulating learning atmosphere within school to which the children will respond positively. This will support children in responding to their everyday life situations outside of school with appropriate behaviour.

## Examples of Behaviour and Strategies

Children display a range of behaviours at different stages of their development and in particular when they are new to a nursery environment. When managing inappropriate behaviour, intervention will be low key and may include one of the following:

- Using a positive statement, e.g. "Please remember to walk inside"
- Explaining any concerns e.g. "if you lean back on your chair you may fall over"
- Giving choices
- Having a group discussion or circle time about controlling behaviour, using visual aids

Staff will deal with more challenging behaviour by:

- Labelling the behaviour not the child, e.g. saying "I don't like it when..." or "It's not okay to..."
- Using non-confrontational language, e.g. "When sand is thrown..." instead of "When YOU throw sand..."

Where behavioural difficulties continue, parent/carers will be further invited into the setting to talk with relevant staff. By working together home and nursery will explore possible underlying causes and share positive strategies in order to ensure a consistent approach between setting and home.

All practitioners will follow the same Behaviour Management Routine to create consistency and continuity.

Step 1 – Take child / children out of the situation where the incident occurred.

Step 2 – Sit the child in a safe area.

Step 3 – Adult to focus attention on the child that has been hurt or upset.

Step 4 – Adult to explain to the child at fault why it is wrong to be unkind and explain the repercussions of their actions.

Step 5 – Adults to encourage forgiveness between affected child/children.

Step 6 – To allow child to go back to their activity.

## Positive Reinforcements

Positive reinforcement in the form of praise and encouragement is practiced.

Staff will usually respond to behaviour incidents immediately as they occur during the day and then the episode is over. We encourage children to tell us of any incidents they encounter. We build up good relationships with parents and carers giving them support and strategies when necessary.

## **Our practice:**

- Talk to the children at their level and use a calm and friendly tone of voice.
- Offer praise, encouragement and rewards when necessary.
- Staff members will always use positive language during activities and throughout the day.
- We will work closely with all parents and carers to share ideas and create achievable boundaries to coincide between home and nursery. This allows the children and parents to feel comfortable in both settings.
- When dealing with repeated behaviour incidents, we may feel the need to use regular observation and distraction “Come and help me with this job...”.

When dealing with inappropriate behaviour, the staff approach is:

- Persistent
- Insistent
- Consistent

At Oxclose Nursery we endeavour to consistently respect the individual child by speaking to them in a calm and appropriate manner, sitting with the child for ‘Time to think’, show understanding of the situation and show compassion to each child.

## **Roles and Responsibilities**

### **The Governing Board**

The Policy Alignment and Approval Committee is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The Policy Alignment and Approval Committee will also review this behaviour policy in conjunction with the head teacher and monitor the policy’s effectiveness, holding the head teacher to account for its implementation.

### **The Executive Headteacher**

The Executive Headteacher is responsible for reviewing this behaviour policy in conjunction with the Policy Alignment and Approval Committee and Full Governing Body, giving due consideration to the school’s statement of behaviour principles (Appendix 1). The Executive Headteacher will also approve this policy. The Executive Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy consistently.

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording extreme behaviour incidents via CPOMSs.

The Senior Leadership Team will support staff in responding to behaviour incidents.

### **Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

### **Physical Restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

## **Pupil Support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## **Monitoring arrangements**

This behaviour policy will be reviewed by the Executive Headteacher, Head of School and Policy Alignment and Approval Committee annually. At each review, the policy will be approved by the Executive Headteacher. The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the Policy Alignment Committee annually.

## **Links with other policies**

This behaviour policy is linked to the following policies: Exclusions Policy Keeping Children Safe in School Policy Statement of Procedures for dealing with Allegations towards staff and volunteers