



Behaviour Management Policy

Policy 6

THIS POLICY IS IN GUIDANCE WITH THE EYFS LEGAL REQUIREMENTS AS STATED IN THE EYFS STATUTORY FRAMEWORK, PAGE 23, PARAGRAPH 3.50 – 3.52

Statement of intent

Westlands Nursery 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.

Aim

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

Methods

Our named person ANNETTE GOUGH has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. This is shared between all the staff at Westlands Nursery.

- **We require ANNETTE GOUGH to:**

- ¶ - Keep up to date legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may need additional support;
- Access relevant sources of expertise on promoting positive behaviour within the programme for supporting Personal, Social and Emotional development.

- **We require all staff to:**

- Provide a positive model of behaviour by treating children, parents/carers and one another with friendliness, care and courtesy. Staff must recognise and respect the ways in which people interact with each other may vary between cultures.
- Encourage children to eat by using praise and enthusiasm, never by using force.
- Voices should be calm and not raised when dealing with children unless the child is in danger.
- Be professional at all times and do not let your personal beliefs influence your actions.

We familiarise new staff with the setting's behaviour policy and its guidelines for behaviour.

We expect all members of our setting - children, parents, carers, staff, volunteers and students - to keep to the guidelines set out in this policy.

We work in partnership with children's parents. Parents are regularly informed about their children's behaviour. We work with parents to address recurring inconsiderate behaviour, using our observation 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, 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.

Working with Parents, Carers and Children to succeed in a safe, calm and caring environment

Trust Principal: Mr J Whitcombe MA

Executive Head for Primaries: Mr M Wilson

Swale Academies Trust Registered Office: Ashdown House Johnson Road Sittingbourne Kent ME10 1JS

Registered in England No. 7344732

We acknowledge 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 unkind behaviour.

We never send a child out of the room by themselves

We never use physical punishment, such as smacking or shaking. (EYFS statutory framework; Managing Behaviour 3.5.1) children are never threatened with these.

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 do not use techniques intended to single out and humiliate individual children.

We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.

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.

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 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 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.

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.

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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 cognizance 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 punishing responses to a young child's rage as that will have the opposite effect.

Our way of responding to pre-verbal children's needs is to calm them down through holding and cuddling. Verbal children will respond to a cuddle to calm them down, but we offer them explanation and discuss the incident with them to their level of understanding.

We support Social skills through modelling behaviour, through activities and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships between the children and their key person.

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. 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 the 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 is exposed to levels of aggressive behaviour at home and may be at risk emotionally or may be experiencing child abuse;

Where this does not work, we make the appropriate referrals to a Behaviour Support Team.

This policy was adopted at a meeting of Westlands Nursery

Held on (date)

Role of Signatory Trustee of Swale Academies Trust

Signed Date signed:

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