

Positive Behaviour Policy

Policy Statement

At Bushey Gan we promote positive behaviour and encourage everyone to have consideration for others. We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them, and where the children are free to develop their play and learning without fear of being hurt or hindered by anyone else.

The Head Teacher, supported by the Deputy Head/SENCO has overall responsibility for any issues concerning behaviour. As such Ms Danielle Boder-Cohn and Mrs Michelle Peters are the named persons responsible for behaviour management at Bushey Gan, and it is their responsibility to ensure that this policy is understood by all staff, consistently implemented and shared with parents. A safe, caring and happy environment enables maximum learning to take place.

Aims

- To create an environment in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.
- For the children to learn to consider the view and feelings, needs and rights of others and the impact that their behaviour has on people, places and objects.

Methods

- We believe that the best way to promote positive behaviour is for the staff to be appropriate role models for all who attend the setting.
- Adults in the nursery will praise and endorse desirable behaviour, such as sharing and kindness.
- Positive behaviour is praised, rewarded and discussed with the children.
- Where ever possible, we will endeavour to avoid a situation in which children receive adult attention in return for undesirable behaviour.
- If a child displays unacceptable behaviour, we will explain to them why their behaviour is unacceptable.
- Children who have hurt another (by action or words) may need time to calm down and regain control in a quiet place. Teachers will always ensure that the child is safe and supervised at all times. Once appropriate the Teacher will kindly and firmly make clear that such behaviour is unacceptable and help the child to understand the impact of his/her actions upon others, apologise and move forward positively.
- Sometimes it is necessary to employ strategies to redirect or correct negative behaviour. The main strategy in the majority of such cases is to redirect the child to a different activity and encourage positive behaviour.
- We understand that children of different ages and developmental stages may require different methods of behavioural management techniques, which the staff are able to provide.
- If a child has been hurt by another child or children the parents of both parties will be seen by the Headteacher/Deputy on the same day to explain the incident professionally and with sensitivity. Discussions with parents about behaviour will always include a celebration of positive behaviour, as well as any concerns. Parents are invited to help plan and implement strategies to deal with any difficulties regarding behaviour.
- We will ensure that all staff, including students and volunteers, do not use any form of physical punishment.
- We may use 'time out' of an immediate situation with support or comfort, to deal with any inappropriate behaviour.
- We will put in place a behaviour plan/strategy to ensure all staff use the same approach
- We have 'Gan Golden Rules' which govern the conduct of the children, and each class will have a visual poster of these Golden Rules along with a song, which the children will be taught during their settling in process and throughout the children's time with us.

- All class teachers will ensure that the rules are applied consistently where possible, so that the children have the security of knowing what to expect and can build up useful habits of behaviour.
- Key Teachers have a particularly important role to play within the team ensuring that there is excellent communication with parents/carers and other members of the team about any issues which may arise with individual children. We work in partnership with parents/carers to address any recurring inconsiderate behaviour.
- It is not unusual for children to demonstrate behaviour that is negative at certain stages of development. At nursery we recognise this is usually due to the fact that they are still exploring their emotions and understanding of what is socially acceptable.
- All new staff and volunteers are familiarised with the setting's positive behaviour policy and its guidelines for behaviour.

We aim to use positive pro-active strategies to promote positive behaviour in children, and set these strategies within our programme for personal, social and emotional development. These include:

- Supporting each child in developing self-esteem, confidence and feelings of competence.
- Supporting each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- Acknowledging considerate behaviour such as kindness and willingness to share.
- Acknowledging children's considerate behaviour towards another who is hurt or upset.
- Helping older children set the group's guidelines for considerate behaviour.
- Providing activities and games that encourage co-operation and working together.
- Support children in finding a solution to a problem.
- Ensure a child has a turn, after it has been said that they are next.
- Avoiding creating situations in which children receive adult attention only in return for inconsiderate behaviour.

We do not:

- Send children out of the room by themselves.
- Use or threaten to use physical punishment, such as smacking or shaking.
- Use techniques intended to single out and humiliate individual children, such as ridicule or sarcasm.
- Remove toys or activities that are the focus of a conflict as a 'punishment' or means of 'teaching children to share'.
- Use physical restraint, such as holding, unless to prevent physical injury to children or adults and/or serious damage to property.
- Shout or raise our voices in a threatening way to children.

Kinds of behaviours that require positive intervention

We make a distinction between three kinds of behaviours that require support or intervention in order to achieve the considerate and socially acceptable behaviour that we expect of children according to their age and developmental maturity or whether they have any special educational need. These behaviours are:

- Inconsiderate behaviour – This includes behaviours such as taking toys from another child, not waiting for a turn, pushing, being uncooperative, disrupting a game, hitting out against another. They are characterised by developmental immaturity whereby children are not at the stage where they can manage frustration or anger themselves, they may not have the language to express themselves, or may not understand and be able to keep to social rules. These behaviours are seen as mistakes that the child is making on the way to developing socially acceptable ways, particularly of dealing with conflict. We regard the child to be a learner of what is acceptable and in need of support, explanation, encouragement, positive modelling and guidance – just as in learning any other skill.
- 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' even if

the behaviour is worryingly aggressive. For most children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt. Some children may engage in hurtful behaviour because they are deeply unhappy and they require support and care. However, hurtful behaviour has an impact for the child at the receiving end which is significant and this is also taken into consideration when responding to incidents of hurtful behaviour.

- 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 premeditated intent to cause distress to another. This is rarely the case for children under five. Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

Biting

- During the children's developmental stages some children can go through a biting phase.
- Whilst children are learning the skills of language, they can at times show frustration which can lead to biting as they have not yet acquired the skills to express their feelings.
- Temper tantrums are another expression of frustrated behaviour by children of a similar age. In time, with the correct guidance, both behaviours eventually diminish.
- Bushey Gan always follows the same procedures in the event of a child/children being bitten:
 - Comfort the bitten child
 - Administer any necessary first aid
 - Explain to the child who has bitten, why their behaviour is unacceptable, that it has hurt another child, and to show them any marks that they may have left on the other child.
 - Remove the child who has bitten from the area.
 - Parents of the bitten child will always be informed
 - Parents of the child who has bitten another child will be informed and be seen by the Head or Deputy. We will work in partnership with parents/carers to address any recurring inconsiderate behaviour, creating a strategy to best work for the child both in nursery and at home.
 - All staff will be made aware of the situation
 - Staff will not disclose the identity of the child who has bitten; this is to make sure that confidentiality for the child is maintained.

Bullying

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.
- Intervene to stop the child who is bullying from harming the other child or children.
- Explain to the child doing the bullying why her/his behaviour is not acceptable.
- Give reassurance to the child or children who have been bullied.
- Help the child who has done the bullying to recognise the impact of their actions.
- Make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour.
- Do not label children who bully as 'bullies'.
- Recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others.
- 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 the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour.
- 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.

Hurtful behaviour

- 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 the biological and cognitive means to do this for themselves is still underdeveloped in very young children.
- 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.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them 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 experienced. 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 help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy.
- 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.

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 bullying, although it may be inconsiderate, or even hurtful, 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.
- Gun games will be monitored; they tend to coincide with a new interactive game or TV programme seen by the children. We cannot ban gun games, but we can engage the children in other activities.

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 learn to do this. Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting.
- If tantrums, biting or fighting are frequent, we try to find out if there is an underlying cause such as a change or upheaval at home.
- Staff are always 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.
- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security for the child.

Boundaries

These are the limits within which behaviour is acceptable – they identify what may, and may not, be done or said to other children or staff. Children need to understand the consequences of not acting within those boundaries. It is important that the boundaries are appropriate for the age and stage of development.

We expect all members of the Gan, children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.

In extreme displays of unacceptable behaviour where children clearly understand, we reserve the right to call in parents after all strategies by staff have been unsuccessful. Details of such an event (what happened, what action was taken and by whom,) are brought to the attention of the Headteacher/Deputy and are recorded. The child's parents are informed on the same day. In cases of serious misbehaviour we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.

At Bushey Gan we expect parents to support a level of behaviour that reflect the ethos of the Gan

Reviewed January 2016