



Behaviour Management Policy

Including: Bullying

Policy

The Howard Nursery School provides a happy, caring, safe and stimulating environment, where children will be actively encouraged to express themselves freely and creatively. Staff will be consistent in their approach to behaviour management and set appropriate boundaries in order to support children in developing their social skills which will help them in adult life. The Howard Nursery School acknowledges that behaviour is a form of communication and so will work with the children and parents/carers to understand why the child is displaying certain behaviours and ways of supporting them.

The Howard Nursery School is compliant with The Early Years Statutory Framework (EYFS) which states in section 3.52 and 3.53 the following:

3.52

Providers are responsible for managing children's behaviour in an appropriate way. Providers must not give corporal punishment to a child. Providers must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided. Any early years provider who fails to meet these requirements commits an offence. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. Providers, including childminders, must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.

3.53.

Providers must not threaten corporal punishment, and must not use or threaten any punishment which could adversely affect a child's well-being.

All staff, students, volunteers and agency staff are made aware of this statutory guidance during their induction. If any concerns are raised then The Howard Safeguarding Children Policy will be followed.

The Behaviour Management Officer is Lesley-Ann Hyde. The Behaviour Management Officer is responsible for ensuring all staff, students, volunteers and agency staff understand the methods and intervention techniques that are used by the Nursery School. The Behaviour Management Officer attends appropriate training to ensure their knowledge is up to date and new techniques/guidance is fed back to all staff members.

The 'ABCC' of behaviour and the 'Reflection' Time technique has been adopted by the setting to support staff members to support children's positive behaviour and to reduce unwanted behaviour.

ABCC:

- **A**ntecedent- what has led to this behaviour;
- **B**ehaviour- what is the type of behaviour;
- **C**onsequences- what are the consequences of this behaviour;
- **C**ommunicative Function - why the children might be doing the behaviour.

This technique is followed when a child shows repeated unwanted behaviour. The child's Key Person will discuss concerns with designated person. They will monitor behaviour on a ABCC behaviour form (Appendix 1). The Key Person and designated person will meet to discuss concerns with parents. A consistent approach will then be decided upon by all parties and reviewed by a given date. It may be appropriate for outside agencies to become involved and this will be done with permission of parents.

'Reflection' Technique

The 'reflection' technique can take place anywhere within the Nursery School ensuring the child has been moved away from the activity/or upset child to an area of quietness/calm.

- **Step 1** - Give a child one chance to carry out the desired behaviour e.g. stop throwing scissors. After the 2nd occurrence the adult should explain the behaviour is unacceptable and reason for having 'reflection' time.
- **Step 2** – Ensure child moves away from activity/group of children to a quiet/calm space e.g. book corner or next to a member of staff.
- **Step 3** - Explain to the child why you have sat them in 'reflection' time i.e. you are sitting in 'reflection' time because you were throwing the scissors. Remember to use a firm and calm voice.
- **Step 4** – Child to sit in 'reflection time' for 1 minute per year of their age or until they are calm and ready to re-join the group.
- **Step 5** – Once 'reflection' time is completed, the adult should ask the child "why have you been sat in 'reflection' time?" Adult to also remind the child why they have been sat in 'reflection' time i.e. you are sitting in 'reflection' time because you were throwing scissors.
- **Step 6** – The child must say sorry in an age appropriate way for their unwanted behaviour.
If a child refuses to say sorry, 'reflection' time is continued.



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Procedure

The Howard Nursery School 'Golden Rules' will be simple, consistent and fair. They will provide a framework to assist children to understand the effects of their behaviour on their peers, themselves, and their environment. Where possible the children will be encouraged to help set these. These are displayed in the Base rooms and are referred to regularly during Registration.

We aim to:

- Provide a secure, safe, happy and effective learning environment.
- Develop in the children attitudes of consideration and respect for others and for their environment.
- Encourage children to take responsibility for their own behaviour, safety, and to begin to develop self-control.
- Foster a supportive attitude where children can understand and express their feelings and respect those of others.
- Promote a working partnership between parent, child and Nursery School.

We aim to support children to enable them to:

- Show respect for themselves and others.
- Show understanding of others and appreciation for what others do for us, for example saying please and thank you.
- Make amends in a way appropriate to their stage of development e.g. giving a friend a cuddle if a child is unable to verbally communicate.
- Make successful relationships with their peers.
- Develop a sense of fairness and an understanding of the need for rules, be able to negotiate, take turns and share. Staff can use a sand timer to support turn-taking.
- Develop confidence and self-esteem - taking pride in their achievements and interest in their activities and being able to tell an adult if they are upset because of another's actions.
- Begin to take responsibility for their learning environment by respecting equipment and their own and other's work. This also includes tidying up.

The adult's role in supporting this:

- To praise positive behaviour as much as possible
- To encourage a sense of responsibility by asking a child to pick up something they have dropped.
- To have clear, consistent boundaries and explain these to the child in a way they will understand.
- To offer a child alternative ways to channel their aggression e.g. having 'Reflection' time.
- To act as role models for the children e.g. tone of voice, language and actions (how to share resources, play together, problem solve and negotiate).
- Refrain from using words such as naughty and stupid as these words create low self-esteem and a poor self-image.



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- Refrain from using a naughty chair/step as we do not want to humiliate or isolate the children.
- Under no circumstances will any form of corporal punishment or the threat of it be used towards any child. If a child's behaviour is challenging, strategies to distract and channel this unwanted behaviour will be used through positive reinforcement.

All staff, volunteers, students and agency staff are made aware of The Howard Nursery School's Behaviour Policy during the induction process.

Unacceptable behaviour:

This can take the form of:

- Physical violence – hurting others e.g. – hitting, biting, kicking, throwing things at people
- Hurting someone verbally, name-calling, racist or sexist behaviour, shouting at others
- Abuse or disrespect of equipment and property
- Not saying sorry

The judgement of this should be made according to the child's age and stage of development, bearing in mind that children may respond very differently. Factors such as cultural and family backgrounds, how tired the child is, and events happening at home should also be considered. It is important to encourage parents to share these in confidence with the key person.

What the adults in the nursery will do:

- Approach, quieten and calm the situation
- Intervene to stop the behaviour, especially if someone is being hurt or is in danger
- Comfort the child who is the victim - this may mean someone else does this while you deal with the other child
- Acknowledge children's feelings
- Try to find out the reasons for the behaviour
- Restate problem for the children, help them to think about the situation and their behaviour
- Depending on the children's level of maturity help them to resolve the dispute themselves
- Explain clearly and in language appropriate to the child's level of understanding what it is that is unacceptable
- Label the behaviour rather than the child e.g. 'that was an unkind thing to do' instead of 'you unkind boy/girl'
- If the behaviour continues then implement 'Reflection' Time.
- Whenever possible use positive language e.g. 'we can run in the garden,' rather than 'Stop running indoors'
- Share concerns with other staff and parents and discuss strategies for encouraging good behaviour.



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- Fill out a Behaviour Incident Form and inform parents at the end of a session (Appendix 2).

Bullying

Definition of Bullying

Bullying is deliberate hurtful behaviour, aimed at hurting, threatening or frightening someone either physically or emotionally. The behaviour is repeated over a period of time and it is difficult for the victim(s) to defend themselves.

Bullying is an unacceptable behaviour and will not be tolerated from either children or adults. Bullying can be in the form of inappropriate attitudes towards others, verbal, physical or emotional. In the case of a child bullying, parents will be informed and issues dealt with. If unacceptable behaviour continues a behaviour plan will be drawn up with parents/carers to manage and monitor the unacceptable behaviour.

Although most of the children in our care are very young and may not understand their actions, we do all we can to prevent it. We believe that every child has the right to expect an environment which:

- Is safe and caring
- Provides challenges but is non-threatening
- Encourages them to feel secure
- Values their opinions
- Shows an awareness of their individual needs and attempts to meet them.
- Allows them to develop to their full potential.

By developing successful partnerships with parents/carers we will be able to discuss the particular needs of their individual child. This will enable us to share information and strategies when dealing with difficult behaviour and create joint decisions. When working with parents/carers we will be sensitive to their values and beliefs when explaining the problem and listen to their views. The Howard Nursery School will support parents/carers in seeking professional advice and work with outside agencies where appropriate.

Information regarding bullying and unacceptable behaviour will be kept confidential and only discussed with parents/carers and outside agencies involved. Staff, volunteers, students and agency staff will maintain confidentiality at all times.

If a child bullies another child or children, we:

- Show the children and parents/carers 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.



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- Explain to the child doing the bullying why their behaviour is not acceptable. Implement 'Reflection' time.
- Give comfort and reassurance to the child or children who have been bullied.
- Make sure that children who bully receive positive feedback for good behaviour and are given opportunities to practise and reflect on behaviour e.g. during Circle Time.
- 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. The Howard Nursery School will then follow our Safeguarding Children Policy.
- We discuss what has happened with the parents/carers of the child who did the bullying and work out with them a plan for supporting and managing 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 supported to manage their behaviour.
- Details (what happened, what action was taken and by whom, and the names of witnesses) of any bullying incidents are brought to the attention of the Nursery School Manager and are recorded in the child's personal file. The child's parents/carers are informed on the same day.

Physical Intervention

Physical intervention from adults may be appropriate in some circumstances for example if an adult is averting danger of personal injury and injury to the child or to another child or adult or when managing a child's behaviour. Incidents will be recorded and parents/carer will sign their awareness of the incident on the 'Physical Intervention' sheet on the same day. The 'Physical Intervention' sheet will be completed by an adult, this includes:

- Full name of child.
- Name of adult who used physical intervention.
- Previous intervention techniques used prior to the incident.
- Time, date and place of incident.
- Circumstances of the incident.
- Factors that led to the incident e.g. poorly, change at home, hungry.
- The nature of the physical intervention used.
- Full name of witnesses.
- Any injuries that may have occurred during the incident.
- Any further action taken.
- Space for parent/carers signature.



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The 'Physical Intervention' sheet is stored in the Policy and Procedures file – Behaviour Management Policy – Appendix 3.

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 e.g. 'Reflection' time.

We recognise that teasing and rough and tumble play can be 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.

Useful websites

- ACAS (Advisory, Conciliation and Arbitration Service) aims to improve organisations and working life through better employment relations.
www.acas.org.uk 08457 474747
- Kidscape, a charity devoted to keeping children safe from sexual abuse and bullying. www.kidscape.org.uk 020 7730 3300
- Directgov www.direct.gov.uk
- Unicef www.unicef.org
- Childline www.childline.org.uk
- Bullying information www.bullying.co.uk
- EYFS and supporting guidance www.foundationyears.org.uk

Links to legislation

- Children Act 1989 and 2004.
- Conventions on the Rights of the Child, UNICEF 1989.
- Data Protection Act 1998.
- Every Child Matters – Change for Children 2004.
- Freedom of Information Act 2000.



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- Race Relations Amendment Act 2000.
- Sex Discrimination (Gender Reassignment) Regulations 1999.
- Statutory Framework for the Early Years Foundation Stage 2014
- The Human Rights Act 2000.
- Equality Act 2010
- Children and Families Act 2014

Links to other policies/procedures

- Safeguarding and Child Protection Policy
- Confidentiality
- Risk assessment
- Complaints
- Induction procedure