



St.

ST. WERBURGH'S PARK NURSERY SCHOOL



BEHAVIOUR POLICY

Date adopted: January 2017

History of most recent policy reviews

Date of Review	Amendments
January 2017	

Aims and Values

We will work together with our school community to ensure children feel safe and secure. We understand that children are unique individuals who bring unique experiences to our Nursery. We work together to create a supportive environment to enable children to develop positive behaviours that support them in their holistic development. We believe in developing children's awareness of themselves and others.

We want children to develop:

Trust: To support children to develop trusting relationships, enabling them to take risks in their learning and give them the confidence to express the things that are important to them in an appropriate way.

Emotional Literacy: To support children to develop understanding of their own feelings and emotions and those of others, giving children their voice to express this in a safe and appropriate way.

Understanding and Compassion: To help children to begin to understand their own uniqueness and the uniqueness of others with empathy.

Kindness: To promote acts of kindness for each other and to assist children in ways of being gentle towards each other.

Respect: To encourage all children to have respect and consideration for themselves, for other people (their feelings, beliefs and values) and for the school environment.

Fairness and Equality: To give children an understanding of fairness and the importance of including everyone.

Responsibility: To support children in developing an awareness of responsibility for their own actions and begin to understand the consequences of their behaviour.

Guidelines

Adults will have high expectations of children's behaviour and maintain a calm and consistent approach at all times. We take a positive behaviour approach:

- By making the school a secure and nurturing community and environment, where each and every child develops a sense of belonging.
- By adults respectfully showing consistent care of self, other people, environment and property.
- We recognise & celebrate the positive things they do specifically and appropriately.
- Helping them to recognise their feelings and express themselves in an appropriate way including the use of signing, non-verbal communication, positive touch etc
- Encouraging them to ask for help from peers as well as adults
- By making it explicit that children have the right to be safe and assertive with others to ensure their wellbeing, and be confident to seek adult support.
- Encouraging their endeavours and building confidence with taking risks in their learning and developing resilience.
- Identifying and planning for their interests and learning through a curriculum that empowers children to be independent and make appropriate choices about their learning.
- Building their independence and building self-esteem through developing their self-help skills
- By encouraging children to experience positive interactions
- Making the consequences of their actions without blaming the child.
- Using simple statements to ensure that children have clear and explicit communication.
- Developing Emotional Literacy by giving time to listen, name and value their emotional responses (Conflict Resolution)
- Using "conflict Resolution" to encourage children to act independently in difficult/different situations.
- By providing consistent and agreed boundaries for expected and acceptable behaviour.
- By working closely in partnership with parents/carers, sharing significant daily events and involving them in planning for and promoting positive behaviour.
- Wherever possible, staff will use positive, preventative, calming, defusing and problem solving skills to support children.

Differentiated Behaviour Support

We acknowledge that children's exhibited behaviour is an expression of their feelings and can be a form of communication for young children. By using the information that we have carefully observed we are able to respond appropriately on an individual basis, promoting positive interactions, enabling children to succeed and feel good about themselves.

Supporting the child may involve setting up an individual education plan (IEP) with specific targets related to behaviour (see Special Needs Policy) It will involve considering an "iceberg" approach, looking into what the underlying causes are. This may be a specific need e.g. ASD, ADHD, Attachment, etc. Support from outside professionals may be sought as appropriate.

Strategies

The child is at the centre of any planned strategy. They will always be treated with respect and dignity and consideration made to their needs. We recognise that children with challenging behavioural needs require adults to be resilient, caring and considerate.

Interventions used to support children's behaviour will be consistently used through the nursery School to help to reduce anxiety so that children can focus on learning.

We adopt "Conflict Resolution" as our approach to dealing with everyday challenges that children face (see Appendix 1)

We allocate all children under three a key worker enabling trusting relationships to be developed and to ensure children feel safe in school. If a child displays "insecure attachment", a relationship with a key adult in school will be encouraged. This supports the development of permanency and constancy. Where there is planned absence of a significant staff member, the child will be prepared as much as is possible.

Where Conflict Resolution does not support a child adequately to make progress, adults will draw upon their professional skills and judgement to employ a range of appropriate strategies which may include developing a bespoke programme as part of a child's Individual Education Plan. The advice of outside professionals may be sought to support this work. Parents/Carers will be at the heart of this process.

Examples of behaviour which we consider extremely serious:-

- Negative personal comments (see Equalities Policy)
- Inappropriate touching
- Biting other people
- Threatening behaviours
- Persistently hurting others

Our actions will reflect the severity of the incident but we will manage the behaviour without being blameful or punishing the child. Our intervention may include one or more of the following:-

- Intervene early
- Distract the child from the situation
- Provide positive alternative choices
- Use clear assertive communication; (Be mindful of, "Be strong with your gentleness and gentle with your strength.")
- Supporting the child with a "time out" (if deemed appropriate for the child and the situation)
- When emotions have subsided encouraging the child to consider to the hurt they have caused
- Restraining or holding them if they are a danger to themselves or others (see below for physical intervention guidelines)
- Seeking support from the Head Teacher or SLT
- In certain circumstances we may phone the parents/carers and request that they collect their child
- Access to sensory experiences to support possible "over-arousal", e.g. through the use of the sensory room or a "calm box".
- Provide a "de-brief" time e.g. provide a mundane repetitive activity, quietly talk through what happened, help the child to "repair" and reassure the child of continued connection with you.

Children who display challenging behaviours regularly will have an individual Education plan to support them. This will be created following analysis of their behaviours using the "ABC" proforma. This work will be supported by the SENCO.

Whilst we recognise that children use behaviour as a form of communication, we also recognise that all children in our care have the right to be safe from threat or harm during the time they spend with us. Therefore, we take behavioural challenges very seriously for both the "victim" and the "perpetrator".

Serious incidents may result in a meeting with the Head/Teacher/Parents to discuss the way forward. Occasionally a shortened day may be more appropriate in order that the child's experience of school remains positive.

Physical Interventions

Physical Intervention will only be used as a final resort. Normally, physical contact with children should be in response to the child's needs at that time, be of limited duration, appropriate and proportionate to their age, stage of development, gender, ethnicity and background.

Physical contact is likely to occur when children are upset, have been hurt, have had a toileting accident or are behaving in such a way to cause harm to themselves or others in the environment.

However, on the rare occasions when we may need to hold or move a child for **their own safety or the safety of others** we will do so with respect to the child and mindful of safety of the child. We will use techniques from the training staff have received. Any Physical restraint to support behaviour will be logged in the "Physical restraint" log. The log will be kept in the head teacher's office. Parents will be informed on the day of the incident. Children that require physical Intervention will have a specific "positive Handling" Plan. This is shared and agreed with the child's Parents/Carers. A telephone call will be made to the Parents/Carers as soon as possible if deemed necessary.

Conclusion

By experiencing a range of supportive interventions, children are able to de centre and take account of how other people feel. These experiences will enable children to begin to make informed choices and develop self-control, learning that can be transferred to a variety of situations and settings. It is important that all members of our community experience justice and fairness in all their dealings with our setting.

January 2017
Annual Review

Appendix 1: Conflict Resolution

The Nursery School uses a behaviour management tool called '**Conflict Resolution**' which originates from the American 'High Scope' pedagogy. It underpins everything we do in school & all staff have regular training to refresh their skills.

'The High Scope Curriculum recommends a preventative approach to child behaviour problems in which team members work to avert difficulties and conflicts by creating a supportive classroom environment and an orderly daily routine.

When prevention fails, we advise adults to help children resolve their own conflicts and frustrations through problem solving rather than through adult-imposed control or punishment. The goal of this approach is to help children become aware of how their own actions affect others and of how the choices they make can help them overcome difficulties and conflicts.'

Six Steps in Conflict Resolution

Children with challenging behaviour can learn the following six-step process to resolve conflicts with other children, but you will need to use the steps below with extra patience and persistence. Note that each step is also a general interaction strategy that can be used in many situations to encourage positive behaviour.

1. Approach calmly, stopping any hurtful actions.
2. Acknowledge children's feelings.
3. Gather information.
4. Restate the problem.
5. Ask for ideas for solutions and choose one together.
6. Be prepared to give follow-up support.

The Problem Solving Steps

1. Approach Calmly

Breathe. Place yourself between the children on their physical level. Use a calm voice and gentle touch.

If an object is involved in the conflict say something like **"I'm going to hold this while we talk about the problem"**

2. Acknowledge Feelings

Give recognition to the feelings children are expressing by using simple descriptive words. For example **"You look upset and.....you look upset"**

Make sure the children have 'emptied out' their feelings before moving on to the next stage.

3. Gather Information

Ask the children open ended questions that will help you find out what exactly the problem is. Questions like **"What's happening?"** or **"What's the problem?"** or **"What's going on?"** are useful at this stage. Repeat children's words back to them to help them clarify their thoughts.

4. Restate The Problem

Say exactly what the problem is.

Use words like **"So the problem is...."**

Use the needs and details the children have described.

5. Ask for ideas for solutions and choose one together

Say something like **"What do you think we can do to solve this problem?"**

Listen and let the children come up with their own ideas. Respect and explore all of the ideas even if some of them seem unrealistic. If children say they can 'share' explore this idea further so that everyone is clear of how the sharing will happen.

6. Be prepared to give follow-up support

When children have reached a solution check they are both OK with it. Summarise what is going to happen by saying something like **"so you're going to....and you're going to...."** Then acknowledge that the children have solved their problem by saying words to the effect of **"You did it! You solved the problem!"** This helps to build children's confidence in their capabilities as problem solvers.



Working together with Parents and Carers

Parents and Carers are an integral part of our setting. We will work closely with all our Parents and Carers in implementing our school's Behaviour Policy.

We aim to:

- Share our behaviour policy with all parents & carers as children settle into school asking for their thoughts & comments.
- Discuss with parents & carers any aspect of their child's behaviour which is causing concern.
- Be fair, non-judgemental & consistent in our dealing with behavioural issues in school.
- Offer support to parents & carers in managing behaviour by building relationships, offering advice & clear strategies & getting advice from outside agencies if appropriate.

We would encourage parents & carers to:

- Communicate any significant changes in circumstances that may affect their child's behaviour in school, e.g. a new baby, moving house, bereavement, divorce, separation & hospitalisation
- Reinforce expected behaviour to their child by talking to him/her when at home.
- Support staff in implementing the school's behaviour policy.
- Share the strategies used at home.