

BEHAVIOUR MANAGEMENT POLICY

Reviewed and adopted by Governing Body - January 2018.

Next review - January 2020.

Statement of intent

Our setting 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.

Aims

- Children's personal, social and emotional development is a fundamental aspect of our curriculum and runs through and supports learning in all other areas of the EYFS curriculum.
- We aim to teach children to behave in socially acceptable ways and to understand the rights and needs of others.
- We are committed to work in partnership with parents/carers in supporting children's personal, social and emotional development.
- We will work with other agencies, where appropriate, to ensure that a child or family receive the best and most relevant support for their needs.
- We will use positive strategies to handle any conflict and praise and acknowledge desirable behaviours.

Methods

All staff have a responsibility for supporting personal, social and emotional development, including issues concerning behaviour.

- We expect all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour and expect them to apply these consistently.
- We recognise that approaches for interacting with other people vary between cultures and require staff, students and volunteers to be aware of, and respect, those used by members of the setting.
- We work in partnership with children's parents and carers to address recurring and inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies for supporting children

- We expect everybody to listen to children.
- We expect everybody to speak to children with a positive tone.
- We support each child in developing a sense of belonging in our school, so that they feel valued and welcome.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We praise and acknowledge and actively promote desirable behaviour such as kindness and willingness to share as a way of encouraging all children to develop these behaviours.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- We only pick up children in circumstances where deemed necessary e.g. to remove a child from danger.
- We ensure that there are adequate toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing or waiting for turns.
- We are aware that skills such as sharing and turn taking take time to develop.
- We encourage children to find their voice, to inform staff about upsetting incidents and also to learn to say no.
- We recognise that some very young children may not have the necessary language or find dealing with their own emotions, such as fear, anger, distress, difficult to regulate. They may have tantrums, fight or bite and they require sensitive adults to help them deal with these emotions and resolve issues.
- We recognise that some children engage in fantasy play that involves rough and tumble, superhero or weapon play. This type of play is normal for young children and is acceptable within limits. If this play becomes inconsiderate then appropriate adult intervention and support will be used.
- We expect all staff, students and volunteers to use positive strategies for handling any conflict or undesirable behaviour by helping children find solutions in ways which are appropriate for the children's ages and stages of development.
 - These strategies should use language that focuses on the desired behaviour rather than the negative e.g. "Please remember to have kind and gentle hands when you are playing with your friends."
 - Solutions may also include, acknowledgement of feelings "I can see that you are feeling cross and angry because you would like a turn with the car."
 - Explanation as to what was not acceptable, "I can see that you would like a turn but pushing is not kind and it hurts."
 - We support children to gain control of their feelings so that they can learn a more appropriate response, "When you have stopped crying you can go and use your words to ask for a turn, saying 'Can I have a turn please?'" or "When you have stopped crying, let's see if we can find another car so that you can be friends and play together."
- 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.
- Children may be removed from a group or activity if their behaviour is disrupting other children or threatening their safety. Staff will support children to understand why their

behaviour was inappropriate. More disruptive or challenging situations will be brought to the attention of the Headteacher.

- We take hurtful behaviour very seriously. In cases of serious misbehaviour, such as racial or other abuse, or intentional aggressive and hurtful behaviour, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- Aggressive incidents will be logged in the 'Pupil Monitoring Folder' and all parents will be informed of the circumstances of what has occurred.
- We will make every effort to discuss with parents any incidents that occur on the same day and to work together with them to address any issues to try and prevent incidents such as this reoccurring.
- Incidents of racial abuse or bullying will be logged in the 'Pupil Monitoring Folder'.
- We work in partnership with children's parents to address reoccurring unacceptable or undesirable behaviour. Parents are regularly informed about all aspects of their children's behaviour by their Key Person. We use observations to help us understand the cause and to look for patterns in children's behaviour and decide jointly how to respond appropriately. This may include involving professionals from other agencies and writing 'Individual Education Plans' or 'Risk Assessment Management Plans'.
- Staff use professional knowledge and judgement in situations involving physical contact with children. Working with such young children means that physical contact can occur in a variety of circumstances e.g. comforting a distressed child, holding a hand on a walk, giving a child a 'side on' cuddle as a means of praise.
- Staff attended 'STEPS' training in January 2016 and follow the statements from Hertfordshire's '**Model Restrictive Physical Intervention Policy for Schools**'

ACCEPTABLE FORMS OF INTERVENTION AT KINGSWOOD SCHOOL

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- to comfort a pupil in distress (so long as this is appropriate to their age);
 - to gently direct a pupil;
 - for curricular reasons (for example in PE, Drama etc);
 - in an emergency to avert danger to the pupil or pupils;
 - in rare circumstances, when Restrictive Physical Intervention is warranted.
- In all situations where physical contact between staff and pupils takes place, staff must consider the following:
 - the pupil's age and level of understanding;
 - the pupil's individual characteristics and history;
 - the location where the contact takes place (it should not take place in private without others present).

Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the participants neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints. It will not become a habit between a member of staff and a particular pupil. [Should a pupil appear to **enjoy** physical contact this must not be sought via Restrictive Physical Intervention.]

- We use physical restraint, such as holding, only to prevent physical injury to the child themselves, other children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Head and are recorded in the 'Pupil Monitoring Folder'. The child's parents are informed, wherever possible, on the same day.
- Regular monitoring of the 'Pupil Monitoring Folder' enables us to address repeated actions before they develop into regular patterns of inappropriate behaviour.
- Serious behaviour management issues, and how these have been dealt with, will be reported to the Governing Body within the termly Headteacher's report.
- Permanent exclusion will only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The decision to exclude a pupil must be lawful, reasonable and fair.
- Should parents or carers be unhappy with any aspect of Kingswood Nursery School's behaviour management procedure they should discuss the problem with their Key Person in the first instance. Anyone who feels unable to talk to their Key Person or is not satisfied with their comments should ask to speak to the Headteacher. In the event of a formal complaint parents/carers should follow the procedure in the 'Complaints Policy'.

Bullying

Definition of Bullying - DfE January 2014

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences'.

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.

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 make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- 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 circumstance causing them to express their anger in negative ways towards others;
- 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; and
- 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.
- Any incidents of bullying will be recorded in the 'Pupil Monitoring Folder' and will be reported to the Governing Body within the termly Headteacher's report.

Change History

Issue	Date	List of Changes	Approved by	Authorised by
1	Oct 2011			
2	Jan 2014	<ul style="list-style-type: none"> • Policy is now more positive in that it considers ways to promote positive behaviour, rather than an emphasis on how to deal with inappropriate behaviour. • Covers how we work with outside agencies when necessary. • 'Bullying Policy' has been combined within the 'Behaviour Management Policy'. 	Keith Rogers	Bernice Jackson
3	Jan 2016	<ul style="list-style-type: none"> • Staff took part in 'STEPS' training in January 2016. Additions to policy included when we would pick up a child and Herts definition of 'Acceptable forms of intervention' 	Keith Rogers	Bernice Jackson
4	Jan 2018	Changed phrase Key Worker to 'Key Person'. Changed Kingswood Early Years Centre to 'Kingswood Nursery School'.	Governing Body	Bernice Jackson