

Muriel Green Nursery School and Day care



Positive Behaviour Management Policy Includes: Anti-Bullying and Physical Intervention

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Positive Behaviour Management Policy

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. Children's personal, social and emotional development is a fundamental aspect of the curriculum and runs through all areas of learning in the EYFS.

Aims

Muriel Green Nursery School and Day Care aims to teach children to behave in socially acceptable ways through positive relationships. Children will learn to control their own emotions and understand the rights and needs of others.

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 and where appropriate other agencies 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 expect adults to give frequent and specific praise about what children are doing well e.g. "That was good turn taking when you gave Adam the car"
- We support every child in developing a sense of belonging in our school, so that they feel valued and welcome.
- We support every 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 make provision for children’s interests and give challenge so that children are engaged in play and learning and not easily distracted.
- We proactively support children through daily transitions so that they feel safe and secure.
- 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.
- We ask children what they could have done to resolve a situation e.g. “If you wanted a turn with the trike what could you have said to Claire?”
- Children may be given a very short period (no more than 5 minutes) of ‘time out’ or may be removed from a group or activity if their behaviour is disrupting other children or threatening their safety. This may be on a chair away from

the activity or group or in more disruptive or challenging situations it may be necessary for them to have their 'time out' in the Headteacher's office. A sand timer may be used to show the child when the 'time out' has finished.

- 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 or incidents of racial abuse or bullying will be logged in the 'Room Monitoring Folder' and copied to the Headteacher. 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.
- 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 Worker.
- The SENCO will work with teachers and Key Persons to use observations to help us understand the cause and to look for patterns in children's behaviour and decide jointly with parents how to respond appropriately. This may include involving professionals from other agencies and writing Additional Support Plans and /or Risk assessments.
- 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 do not pick up and 'carry' any but the very youngest children,
- Staff attended 'STEPS' training in October 2016 and follow the statements from Hertfordshire's 'Model Restrictive Physical Intervention Policy for Schools'

ACCEPTABLE FORMS OF INTERVENTION AT MURIEL GREEN NURSERY SCHOOL AND DAY CARE

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 'Room Monitoring Folder'. The child's parents are informed, wherever possible, on the same day.
- Regular monitoring of the 'Monitoring Folders' will enable 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 Muriel Green Nursery School and Day Care's behaviour management procedure they should discuss the problem with their Key Worker in the first instance. Anyone who feels unable to talk to their Key Worker or is not satisfied with their comments should ask to speak to the Senior Teacher, Day Care Manager or Headteacher. In the event of a formal complaint parents/carers should follow the procedure in the 'Complaints Policy'.

Children Under Three

- When children under 3 behave in inconsiderate ways we recognise that strategies for supporting them need to be developmentally appropriate and may differ from those of 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. They offer comfort to intense emotions, with the aim of helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

Hurtful Behaviour

Hurtful behaviour is taken 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. It is not helpful to label this behaviour as bullying. For children under five hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person they have hurt.

- We recognise that young children may behave in hurtful ways because they have not yet developed the means to manage intense feelings.

Responding to pre-verbal children involves:

- Calming through holding and cuddling
- Facial Expression and body language
- Calming tone of voice
- Offering a familiar toy / comforter

Staff will support children to manage intense feelings by:

- Physically speaking and working with children at their level
- Calming the child who is angry as well as the one who has been hurt
- Acknowledging feelings
- Diverting their interests
- Remaining calm and positive
- Offering explanation and discussing the incident with them to their level of understanding e.g. "Adam took your car didn't he when you were enjoying playing with it, you didn't like it when he took it, it made you feel angry and you hit him" "When you hit Adam it hurt him and made him cry"
- Use conflict resolution strategies e.g "I can feel you are feeling better now and Adam isn't crying any more let's see if we can find another car so you can both play with one"
- These incidents may be repeated, staff need to deal with them in a patient and consistent manner maintaining clear boundaries for children.
- Developing social skills by modelling behaviour through activities, drama and stories
- By building self-esteem and confidence in children through close and committed relationships with them.
- Children are encouraged to say sorry where they are genuinely sorry and wish to show this to the person that they have hurt.
- Staff will follow up later or on a following day with specific praise for appropriate behaviours. Use positive affirmations e.g. "I can see you are being very helpful tidying up"

When hurtful behaviour becomes problematic we work with parents to identify the cause and find a solution.

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
- 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.

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Day Care Manager: Rio Farrell

SENCO /Behaviour Lead: Philippa Tullberg

Chair of Governors: Rebecca Blackstaffe

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