

Achieving Positive Behaviour

Policy statement

At Kamelia Kids Nursery, 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 need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

Procedures

There is a named person(s) who has overall responsibility for the programme for supporting personal, social and emotional development, including issues concerning behaviour. The named person is:

**Rachel Martini – Nursery Manager &
Beci Fisher – Deputy Manager/SENCO**

The named person:

- keeps herself up-to-date with legislation and research
- accesses relevant sources of expertise where necessary
- ensures that all staff have relevant training on promoting positive behaviour including specific needs of younger children and those with additional needs– in house or otherwise
- works in partnership with children's parents at all times

Adult interactions

The interaction with other people varies between cultures and require staff are to be aware of and respect this

All staff, parents, volunteers and students are required to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

New staff and volunteers are made familiar with the setting's behaviour policy and its guidelines for behaviour and expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, applying them consistently.

Unacceptable behaviour from parents/ carers such as racial abuse, bullying, intimidating and other threatening behaviour such as name calling/shouting/ physical threats/acts to other adults, their own or other child/ren on the premises or to members of staff, will be dealt with seriously by the management and management committee and may result in exclusion.

If such situations cannot be resolved through discussion, then outside agencies such as the police will have to be contacted. Situations arising such as this will be recorded, dated and signed by all witnesses for future evidence.

We have a separate **Bullying and Harassment policy** detailing our commitment to protecting employees and other adults from being victim to any form of bullying or harassment

Strategies with children who engage in inconsiderate behaviour

- All staff, volunteers and students are required to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development e.g. *acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.*
- There are enough popular toys and resources available in the nursery to avoid conflict
- Considerate behaviour such as kindness and willingness to share is acknowledged, avoiding creating situations in which children receive adult attention only for inconsiderate behaviour.
- Each child is supported in developing a sense of belonging in our group, so that they feel valued and welcome, developing self-esteem, confidence and feelings of competence.
- It is made clear that the behaviour is undesirable and there is no personal blame. No one shouts or raises their voices in a threatening way to respond to children's inconsiderate behaviour.
- Children are never threatened or sent out of the room by themselves, humiliated or singled out nor do we use a 'naughty chair' or use physical punishment, such as smacking or shaking.
- Physical intervention or restraint, such as holding, is only used to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event of physical intervention (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the manager and are recorded, witnessed and signed. These are stored in the child's personal file. The child's parent is informed on the same day.

Children under three years

- Strategies for supporting younger children are to be developmentally appropriate and differ from those for older children.
- It is recognised that very young children are growing in independence leading to greater exploration and testing of boundaries. An inability to express themselves fully can cause frustration, fear and lack of understanding. They require consistent, sensitive, calm and patient adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff help children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, ways of finding out the underlying cause and focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

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 hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- It is recognised that rough and tumble play is normal for young children and acceptable within limits and these kinds of play are regarded as pro-social and not as problematic or aggressive.
- Strategies are developed to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- It is recognised that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to ‘goodies and baddies’ and as such offer opportunities for us to explore concepts of right and wrong.
- The content of the play is observed, perhaps to suggest alternative strategies for heroes and heroines, making the most of ‘teachable moments’ to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour

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

It is recognised that young children have not yet developed the means to manage intense feelings that sometimes overwhelm them and these feelings are managed as they have neither the biological means nor the cognitive means to do this for themselves.

Children are helped to:

- understand the range of feelings they experience by naming them and helping children to express them.
- Older children may be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- Learn to empathise with others, understanding that they have feelings too and that their actions impact on others’.
- Develop pro-social behaviour, such as resolving conflict:

Conflict resolution

At Kamelia Kids, an established ‘conflict resolution programme’ exists designed by Early Childhood education experts ‘Hiscope’. Conflict resolution reduces conflict by helping children learn to settle disputes and conflict through discussion and negotiation. The six steps are (used flexibly according to developmental age, stage and needs of individual children):

- Approach calmly, stopping hurtful actions
- Acknowledge children’s feelings
- Gather information
- Restate problem
- Ask for solutions to problem – choose one together
- Be prepared to give follow up support

It is recognised that young children will need ongoing support and clear boundaries for biological maturation and cognitive development to take place.

There is support for social skills through modelling sociable behaviour.

Children are not forced to say sorry, but encouraged to do so 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, parents and/or the SENCO are involved to find solutions.

Where this does not work, the Code of SEN Practice is used to identify and support the child and family, making the appropriate referrals where necessary.

Bullying

Bullying is taken 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 in another.

If a child bullies another child or children:

- The children who have been bullied are shown that we are able to listen to their concerns and act upon them;
- There is intervention to stop the child who is bullying from harming the other child or children;
- The child doing the bullying receives an explanation as to why her/his behaviour is not acceptable;
- Reassurance is given to the child or children who have been bullied;
- The child who has done the bullying is helped to recognise the impact of their actions;
- Children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour; children who bully as 'bullies' are not labelled.
- It is recognised 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;

- It is recognised that children who bully are often unable to empathise with others and for this reason there is no insistence 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;
- Discussion takes place as to 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 the parents of the child who has been bullied are informed, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

| Date Reviewed | Next review |
|----------------------|--------------------|
| May 16 | May 2017 |
| April 2017 | April 2018 |
| Feb 2018 | Feb 2019 |
| Mar 2019 | Mar 2020 |