

## Birchwood Nursery School Positive Behaviour Policy

### Rationale

Our behavior policy is aimed at improving educational outcomes for all children by promoting and supporting their engagement with education

### Expectations of the Positive Behaviour Policy

*Every member of the school will feel valued, respected and treated fairly.*

*Everyone will feel happy, safe and secure.*

*Children will develop a wide range of strategies and will know how to self-regulate and manage their emotions effectively.*

*There will be a differentiated curriculum for those children with less developed personal and social skills including those with challenging behaviour.*

*Parents will be supported in establishing positive behaviour patterns at home.*

*All staff will know how to promote pro social behaviour and manage difficult or dangerous behaviour and understand what behaviour might be communicating.*

### Implementation of the Policy

**The Governing Bodies Role:** will establish, in consultation with the Headteacher, staff and parents, a policy for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to children and families, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of children and staff.

**Headteachers Role:** the named person responsible for behaviour management and responsible for the implementation and day-to-day management of the policy and procedures. She will monitor the implementation on a regular basis, review incident reports, address any children's or parents concerns and support staff with behaviour issues. She will make sure that behaviour management is routinely discussed at whole-staff meetings and between staff working together in the school. The Head will regularly review staffing ratios, staff competence and general provision and resources which may impact on behaviour management. The Head will regularly collate children's and parents voice regarding behaviour management and use it to inform the School Improvement Plan.

#### **Staff role:**

**Senior staff** will monitor the behaviour of children in their rooms and make sure rules, routines and sanctions are being implemented consistently and that information about individual children is shared with appropriate adults. They will be responsible for the day to day deployment of staff to support individual children or activities to reduce the risk of negative behaviours.

**All staff:** are responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff members have a key role in advising the Head on the effectiveness of the policy and procedures.

Staff will work together to apply the agreed rules and routines. Staff will regularly discuss issues and individual children. Staff will liaise between teams to make sure all practitioners are aware of children's needs and issues.

Staff in the Nursery will agree the code of behaviour with the children each year. The code will be shared with parents and children through the home-school agreement and displayed for children and parents to see. The rules and expectations will be regularly referred to and reinforced during session times.

Staff will teach positive behaviour discreetly and also through planned activities rather than suppress behavior.

Staff members will set a positive example by behaving in a respectful manner at all times.

Staff will monitor the length of activities and the amount of sedentary activities on offer.

Staff will be aware of children's health and well-being as their behaviour can be affected if they are feeling unwell, tired, hungry etc.

Photographs, symbols timelines etc. will be used to support children understanding of the routines. Any changes will be explained and practitioners will focus on supporting children who find transitions difficult.

Staff will support children's emotional development and plan in opportunities to discuss feelings e.g. through puppets.

Staff will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people and will ensure that all individuals feel respected and included, regardless of race, gender, religion, ethnicity, background, family or social circumstances.

Staff will ensure that there is adequate supervision and interaction of children at all times to limit stressful situations.

Staff will support children identified as having specific emotional and behavioural difficulties or other Special Educational Needs linked to their behaviour through Support Plans.

**Parents and carers:** are expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school. Birchwood Nursery School will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise any issues arising from the operation of the policy.

**Children:** are expected to take responsibility for their own behaviour and will be made aware of the Nursery rules and the expectations.

### Rewards

The Nursery and Preschool do not as a matter of course use sticker charts unless a very specific need has been identified e.g. toilet training. We do have a star of the week which is used with 3 and 4 year olds. This is to encourage characteristics of effective learning and complements and reinforces what we are working on with the child both at school and at home.

## Agreed Procedures

### 1. Promoting Positive Behaviour

#### Positive Phrasing

All staff will use clear, concise and positive language/communication with the children which has limited explanations. Staff will focus on the positive behaviour they want from children rather than emphasizing the negative behaviour e.g. “please **do** use your walking feet” rather than “**don’t** run”.

Staff will not use negative phrasing whenever possible e.g. “stop being silly”, “calm down”, “don’t throw the car”.

#### Limited Choice

Staff will offer positive choices to children e.g. “first you need to do....., then you can do .....” “Put the paints in the box or on the table” rather than not giving choices e.g. “get in here now”, “do as you are told”, “what do you want to do”?

#### Communication Techniques

Simple, clear language will be used, with a calm voice. Children should be given time to answer and if they still need support the instruction should be repeated firmly. It often helps if it is stated as a simple fact rather than a command e.g. put your shoes on before you go outside.” This give a child the information he needs to make the right choice on his own.

### 2. Disempowering the behaviour

Sometimes challenging behaviour will be dealt with by the adult ignoring the behaviour that isn’t disruptive as far as possible, as long as there isn’t a risk or it disrupts the activity for other children e.g. “you can listen from there”, “stay in there and I will come in with you”.

### 3. Using Consequences not Punishments

Punishment is the imposition of something undesirable or unpleasant.

Consequence is derived through logic and there is a relation to its cause, it naturally follows from an action.

*Protective consequences* – the removal of privileges e.g. walking around the garden holding the adults hand, limited access to an area/space, staff ratio/ 1-1 support, differentiated activities.

*Educational consequences* – what does the child need to learn? How am I going to teach it? E.g. completing tasks, helping with repairs, rehearsing, restorative conversation.

### 4. De-escalation

#### De-escalation script

Whenever possible staff will use a de-escalation script: using the child’s name, acknowledging their right to their feelings, why you are there, offering help and positive phrasing e.g. Sarah I can see something is wrong. I am here to help. Talk and I will listen, Come with me and ...

### **De-escalation body language and stance:**

Outside of an outstretched arm, good distance, sideways stance, leaving an open door, relaxed open hands, managing height

### **Reflect, Repair, Restore**

Once the child has calmed down there should be an opportunity for them to learn from their behavior. It should focus on harm that has been done, how the harm can be repaired, look at experiences, feelings and needs and plan to ensure conflict is less likely to happen in the future.

What happened? Tell me what you were thinking when/how you were feeling (to child who has caused the conflict), how do you feel? (Other child), what do you want to happen now/what could you do next time? (To child who has caused the conflict)

If a child says 'don't know' or 'can't remember', don't assume they are being defiant. It may be that they don't understand what you are saying or they can't articulate what happened. In this case, tell the child clearly what happened and how their behaviour affected others.

Many children of the age we are working with will find it difficult to answer 'why?' they did something – avoid asking them to justify their actions.

### **Record Keeping**

When a child has hurt another child, displayed inappropriate behaviour or has shown challenging behaviour on a more regular basis a note is made on CPOMs.

When there are more frequent challenging behaviour practitioners we use the ABCCD and/or the roots and fruits sheet. The key person and SENCO will work in partnership with the parent/s using records to establish an understanding of the cause. Parents/carers will be invited to a meeting and a behaviour plan will be decided together. The emphasis is on improvement through positive strategies and inclusion, enhancing the child's self esteem while making clear what behaviour is unacceptable and the effect of this behaviour. The plans will be reviewed half termly.

If the situation continues to occur, and with parental consent, outside agencies may be contacted to offer constructive, confidential advice.

If a child's behaviour causes injury to themselves or others a risk assessment will be completed.

### **Positive Physical Management**

#### **Acceptable forms of intervention**

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.

All staff have been trained in the Hertfordshire Steps' approach to Restrictive Physical Intervention techniques and use it to guide/remove a child when necessary.

Open and closed mittens and supportive hugs may be used to support children and move them when necessary.

Staff will not pick children up unless there are mobility issues or are in imminent danger. Staff who have to pick children up will have had specialist training to support them with this.

### **Restrictive Intervention**

To prevent a person from injuring themselves or others.

To prevent a person from causing serious damage to property.

If a child is likely to be at risk from harm if staff do not physically intervene, staff will take action. Only minimum force will be used. The action that will be taken will be dependent on the dynamic risk assessment that is made at the time. Staff will record the use of physical interventions and ensure the Headteacher or member of the SLT is informed and it is recorded. Parents will also be informed.

### **Training**

Behaviour management competency is addressed and supported as part of the performance management cycle and through staff observations. The Governing Body, with the Headteacher, will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy and to support individual children's needs.

Date agreed: Nov 18

Date of review: Nov 21

APPENDIX 1

Birchwood Rules

At Birchwood Nursery.....

We listen to the grown-ups and to each other,  
We are kind and helpful to everyone,  
We use our hands for playing and helping,  
We share the toys and take turns,  
We tidy things away when we have finished playing with them,  
We use walking feet inside,  
We try our best and have a go,  
.....and we have lots of FUN.

APPENDIX 2

**ABC Chart for Observing Behaviour**

**Childs Name:** .....

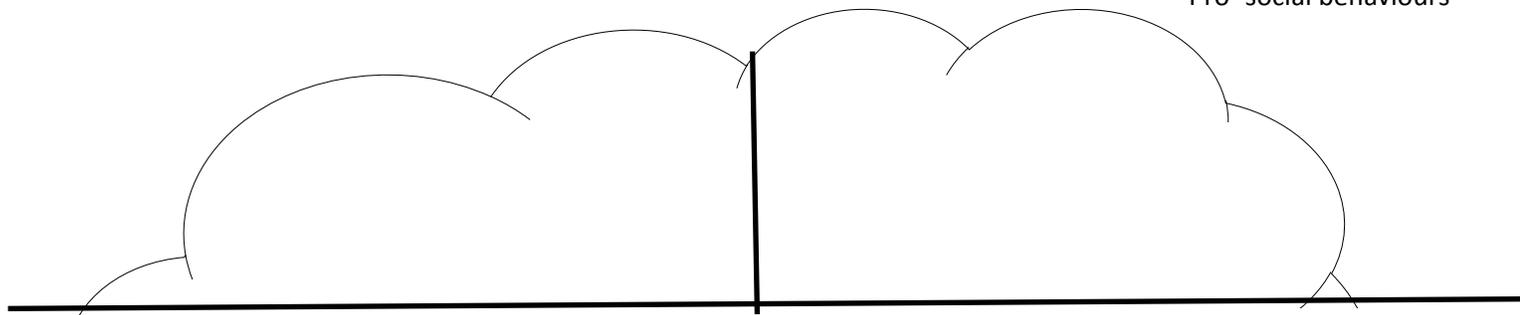
Date & Time	<b>Antecedents</b>	<b>Behaviour</b>	<b>Consequences</b>
	What happened just before the behaviour e.g. Where? Who with? What?	What <i>exactly</i> does the child do that you want him or her to change?	What follows the undesired behaviours? What might the child be finding rewarding that makes him / her carry on behaving in this way?
	What can be done to avoid or improve the situation in the future?	What would be more appropriate?	What does this tell us?

Appendix 3 Roots and Fruits

<u>Name</u>	
<u>Supporting Staff</u>	
<u>Date</u>	
<u>Review Date</u>	

Anti-social / difficult / dangerous behaviours

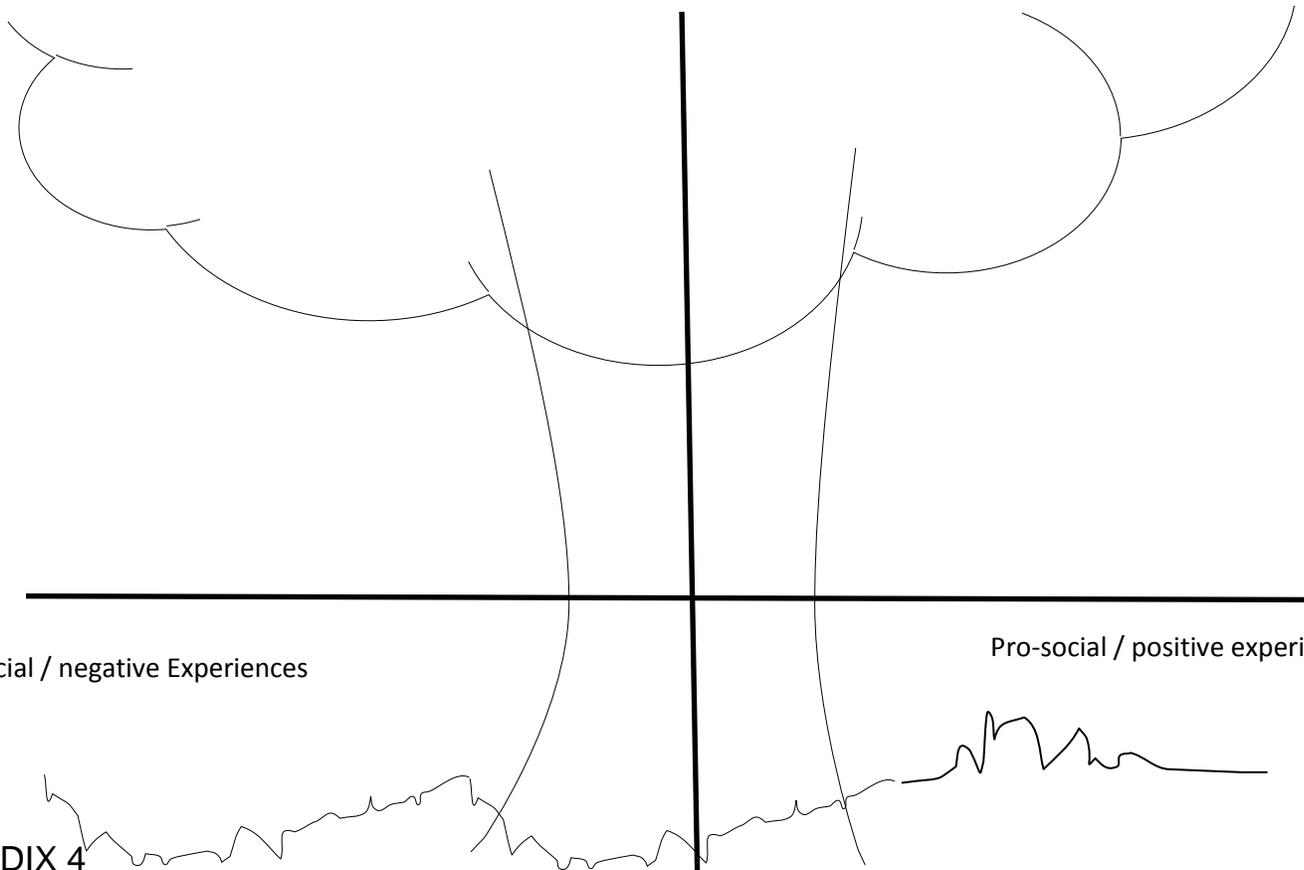
Pro- social behaviours



Anti-social / negative feelings

DEFAULT

Pro-social / positive feelings



Anti-social / negative Experiences

Pro-social / positive experiences

APPENDIX 4

## Strategies for dealing with specific unwanted behaviour

### **Swearing**

Practitioners reinforce expectations by saying “We don’t use those words here.”

Praise child’s use of appropriate language.

If swearing continues this needs to be discussed with the family.

### **Unwillingness to share**

Whenever possible, ensure there are enough toys to avoid disputes.

Give children permission to finish playing with a toy before being expected to hand it over to another child.

Structure turn-taking by using a timer.

Praise children for good sharing when they willingly share equipment.

### **Superhero and Gun Play**

Become familiar with the programme children are acting out so that themes can be incorporated into the educational programme and negative effects can be moderated.

Engage in the play and redirect the play to have a ‘rescuing’ or helping focus.

Extend the play into making props to support the story lines.

Teach ‘dramatic’ skills .e.g. showing how to pretend to be trapped or frozen.

Support children in setting limits, “If I’m not in your game, don’t shoot me”

Rough and tumble play is allowed. Staff will discuss consequences with children and monitor the play.

### **Biting**

Focus attention on the hurt child but involve the other child in reparation if appropriate.

Say “No” firmly, a visual aid such as a red cross can be used.

The victim will be inspected immediately for any visible injury and any broken skin is treated with a cold compress.

Use language that reinforces that the biting caused pain.

Encourage child to help look after the hurt child.

Provide alternative and appropriate things to bite on if teething.

### **Serious Biting**

If a child continues to bite, practitioners will track the child and make observations to identify any causes. The practitioner and parents/carers will record details and draw up a behaviour plan (see Appendix).

Practitioners ensure the biter receives cuddles, hugs and friendliness at various times of the day and reinforce that we like the child but we don't like the biting.

### **Tantrums**

Having tantrums is a normal part of a child's development, it is important that adults remain calm. Tantrums are an expression of a strong emotion that children are learning to deal with. While a child is having a tantrum practitioners need to;

make sure the child is safe by moving away objects;

do not try to talk or reason with the child at this stage;

de-escalate the situation by talking calmly;

reassure child

If a child is prone to tantrums practitioners need to identify the triggers.

### **Withdrawn or Distressed Children**

Practitioners should;

Work closely with parents/carers and may need to 'resettle' the child.

Provide a visual timetable and/or symbols to help communicate with the child.

Provide a bag or basket of personal items.

Pre-warn of any changes to routines.

Listen to the child in different ways e. g. using puppets or small world play.

Provide lots of opportunities for fun and laughter.

### **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 and will be reported to the Governing Body within the termly Headteacher's report.