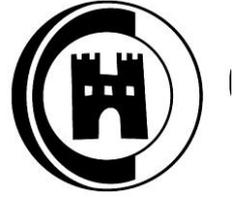




Castle Hill Village Nursery



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.

Aim

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

Method

We will meet this aim through the following procedures:

- The Head Teacher of Castle Hill Primary School has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.
- We require the Head Teacher and the manager of the nursery
 - Keep themselves up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
 - Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of – and respect – those used by members of the setting.
- We require 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 our behaviour management policy and its guidelines for behaviour.
- We expect all members of our setting, children, parents, staff, volunteers and students, to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

WE aim to use positive, pro-active strategies to promote positive behaviour in children, and set these strategies within our programme for personal, social and emotional development. These include:

- Supporting each child in developing self-esteem, confidence and feelings of competence.
- Supporting each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- Acknowledging considerate behaviour such as kindness and a willingness to share.

- Acknowledging children's considerate behaviour towards another who is hurt or upset.
- Providing activities and games that encourage co-operation and working together.
- Ensuring that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- Avoiding creating situations in which children receive adult attention only in return for inconsiderate behaviour.

We do not:

- Send children out of the room by themselves or promote 'Time Out' techniques for children under five.
- Use or threaten to use physical punishment, such as smacking or shaking.
- Use techniques intended to single out and humiliate individual children, such as ridicule or sarcasm.
- Remove toys or activities that are the focus of a conflict as a 'punishment' or means of 'teaching children to share'.
- Use physical restraint, such as holding, unless to prevent physical injury to children or adults and/or serious damage to property.
- Shout or raise our voices in a threatening way to children.

Kinds of behaviour that require positive intervention:

We make a distinction between three kinds of behaviours that require support or intervention in order to achieve the considerate and socially acceptable behaviour that we expect of children according to their age and developmental maturity or whether they have any AEN. These behaviours are:

- Inconsiderate behaviour. This includes behaviours such as taking toys from another child, not waiting for a turn, pushing, being un-cooperative, and disrupting a game or hitting out against another. They are characterised by developmental immaturity whereby children are not at the stage where they can manage frustration or anger themselves, they may not have the language to express their selves, or may not understand and be able to keep social rules. These behaviours are seen as mistakes that the child is making on the way to developing socially acceptable ways, particularly of dealing with conflict. We regard the child to be a learner of what is acceptable and in need of support, explanation, encouragement, positive modelling and guidance; just as in learning any other skill.
- Hurtful behaviour. We take hurtful behaviour very seriously. Most children under the age of five will at some stage say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying' even if the behaviour is worryingly aggressive. For most children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt. Some children may engage in hurtful behaviour because they are deeply unhappy and they require support and care. However, hurtful behaviour has an impact for the child at the receiving end which is significant and this is also taken into consideration when responding to incidents of hurtful behaviour.

Children under three years:

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for 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 learn to do this. Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting.
- Staff are calm and patient, offer comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

Strategies with children who engage in inconsiderate behaviour:

- We require all staff, volunteers and students 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.
- Such solutions might include, for example, acknowledgement of feelings, explanations as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- Staff offer comfort to both children in a dispute and encourage them to find a solution to their problem.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We praise children for their efforts and achievements in resolving a dispute or learning a social skill such as waiting for their turn.

Hurtful behaviour:

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as the biological and cognitive means to do this for themselves and are still underdeveloped in very young children.
- We do not engage in punitive responses to a child's rage as that will have the opposite effect. Our way of responding to pre-verbal children is to calm them down, but we offer explanation and discuss the incident with them to their level of understanding.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together.
- In cases of hurtful behaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.

Reviewed By:	Kirsty Hambrook/Pete Talbot
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