

## MISS DELANEY'S

### Safeguarding and Welfare Requirement: **Managing Behaviour**

Miss Delaney's will implement its behaviour management policy and procedures.

## 7.1 Achieving Positive Behaviour

### Policy Statement

Miss Delaney's believes that children (and adults) 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 our programme for promoting personal, social and emotional development.

**Miss Delaney's Code of Conduct** has been written with the safety and well-being of the children and other members of our school to enable the Nursery to function efficiently as a place of learning. As a whole school we should all work together to strive to:

- \* Be kind, caring and polite to our friends and teachers.
- \* Take care and respect other people's property and the Nursery environment and equipment we use.
- \* Always try our best.
- \* Take time to listen to others.
- \* We are all expected to be helpful and respect each other.
- \* We remember to share and take turns when at play or work.
- \* We keep everyone safe; the children are encouraged to walk and do not run when moving around the school.
- \* We do not get cross or use cross words – we try to work out problems in a calm, fair manner.
- \* If a child or adult has a grievance against another, it should be reported to a member of staff or Head Teacher and we try to find a positive solution.
- \* We do not use abusive language.
- \* We should not shout at anyone in school.
- \* We should not throw things in school.
- \* We must not bring anything into school that might be dangerous or cause harm to others.

Acceptance of this policy is a condition for the attendance of a child at Miss Delaney's and parents will be required to confirm, on accepting a place at the Nursery, that they have read, understood and accepted this policy.

## **Procedures**

Miss Delaney's has a named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour: The named person in our Nursery Settings are: Miss Christina McKenna (Deputy Head) and Nina Firkin (Head Teacher)

### **Miss Delaney's requires the named person to:**

- keep her/himself 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 our programme for supporting personal, social and emotional development; and
  - check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- Miss Delaney's recognises 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.
  - Miss Delaney's familiarises new staff and volunteers with the setting's **Achieving Positive Behaviour Policy and its guidelines for behaviour.**
  - We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the schools 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/teacher. 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.

### **At Miss Delaney's we aim to promote a positive behaviour pattern throughout school by:**

- Aiming to create a caring family atmosphere in which the teaching and learning can take place in a safe and happy environment. All adults will try to provide a positive model for the children with regards to friendliness, care and courtesy and to offer strategies for handling any conflict.
- Teaching throughout the school curriculum; values, attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self-discipline and encourage in our children a respect for

themselves/for other people and for the school property and the environment around us. Teachers will praise and endorse desirable behaviour such as kindness and willingness to share.

- All adults in our Nursery will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- Adults will be aware that some kinds of behaviour may arise from a child's special needs.
- Adults in our Nursery will make themselves aware of, and respect, a range of cultural expectations regarding interaction between people.
- To make clear to the children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow. Children will be given one-to-one adult support in seeing what is wrong and how to cope more appropriately. Where appropriate, this might be accomplished by a period of 'time out' with an adult. The child must never be sent out of the room by themselves. Neither physical punishment nor threat of it will be used. If necessary to avoid personal injury or serious damage to property then restraint such as holding, may be used. Techniques intended to single out and humiliate the child, such as the 'naughty chair' will not be used.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.
- Teachers will take positive steps to avoid a situation in which the children receive adult attention only in return for undesirable behaviour.

It is central to the philosophy of Miss Delaney's that all staff should be very positive at all times towards the children, each other and the nursery. Any problems arising with the children, other members of staff or parents should be discussed in private with Miss Delaney or the Head Teacher. The passing of negative comments about parents, other staff or children is not acceptable in any form. In case of misbehaviour it will be made clear to the child in question that it is the behaviour and not the child that is unwelcome.

***Steps that will be taken by the staff of Miss Delaney's with children who engage in inconsiderate behaviour:***

- The staff of Miss Delaney's will use positive techniques of guidance, including re-direction or early intervention to prevent disagreements that children cannot handle. All our staff members are responsible in handling the children's behaviour in a positive manner. If the behaviour becomes more than you a member of staff can handle, call for the assistance of another member of staff, or if necessary the intervention of the Head Teacher. We aim to support each other at all times should a difficult behaviour incident arise.
- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children to 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, 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.

- We treat the individual child with consistency and sensitivity – the beginnings of a ‘co-operative relationship’ will be laid down. It is of great importance to meet the child’s needs in a calm and loving way.
- The staff at Miss Delaney’s will take time to explain things in a clear and simple way so that the child’s understanding grows. Be positive and use praise wherever possible.
- We respect the individual child’s needs. Be tolerant of his/her feelings and be prepared to give the child enough time to make sure he/she understands why he/she is expected to behave in a certain way in Nursery.
- We adopt a positive approach and an encouraging attitude – the child will gradually learn what is expected of him/her and will want to do it because he/she is naturally keen to please.
- The staff at Miss Delaney’s ensure 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.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- The staff at Miss Delaney’s will support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves, nor do we use a ‘naughty chair’ or a ‘time out’ strategy that excludes children from the group.
- We never use physical or corporal punishment, such as smacking or shaking. Children are never threatened with these either.
- Within Miss Delaney’s we do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- In cases of serious misbehaviour, 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.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.
- When an event occurs the nursery staff will give an immediate verbal response to the action.
- A firm explanation to the child as to why the behaviour is unacceptable is given.
- If unacceptable behaviour persists, the child will be withdrawn from the activity/teacher group for a short period of time.

- If necessary the child may be taken/invited into another area of the room to calm down.
- Parents will be informed if we feel that the child's behaviour is particularly worrying.
- Nursery staff and parents will work together to promote wanted behaviour.
- If the child shows no sign of improvement in behaviour, the child's parents will be sent a written warning, explicitly stating what the child has unacceptably said/action carried out. Full co-operation is expected from the parent.
- Should the problem persist, please note the child's place could be immediately withdrawn if the behaviour does not stop within a reasonable period of time.
- All staff members and parents will be consistent in their approach to the management of positive behaviour.
- 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 our setting leader and are recorded in the child's personal file.

### **Examples of strategies staff employed at Miss Delaney's will use – 6 'magic steps' for our children:**

1. The adult will stop what he/she is doing and make eye contact with the child. Say to the child, 'no talking'.
2. We will wait until the child has stopped what they are doing, unless 'dangerous'.
3. The adult will tell the child what you would like them to do. We will be firm, clear and precise.
4. We will ask the child to repeat what they are doing.
5. The adult will stand and wait for a response.
6. If the child is first reluctant, the adult will praise what the child/ren are doing correct and repeat process from step 3.

It may take some time before these 6 steps are effective, but hopefully you should see a positive effect about step 3. By then you should know if it is working. If not, repeat the same steps.

### **Children under three years (Duckling Group Children)**

- When children under three years old behave in inconsiderate ways we recognise that the strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that babies and 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 expected and requested to be calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or a frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.

- The staff at Miss Delaney's will focus on ensuring a child's attachment figure in the setting, their key person/teacher will work on building a strong relationship to provide security to the child.

### **Rough & 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.

- The staff at Miss Delaney's recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- The staff at Miss Delaney's recognise that fantasy play also contains many violently dramatic strategies, e.g. blowing up and shooting, and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, 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.

### **Inappropriate Language**

The staff at Miss Delaney's recognise that children will pick up speech habits from adults and others, and may use speech which is inappropriate without realise this to be the case! If this happens at school the parents will be contacted by the Head Teacher of the Nursery setting or the Directress: Miss Frances Delaney and the issue pointed out. We will request and expect the child's parent to work alongside us to show the child that the comments that he/she has made are not acceptable within our school setting. The incident must be written down by the teacher in the Incident Book and closely monitored.

The staff at Miss Delaney's will strive to work closely with our parents at all times, however we have a duty as a school to protect all those who use our provision. With this in mind, it is important to point out that where the parent refuses to accept that the child has made the comment, (or if it is the parent or a chosen representative that is the case) or seeks to justify the comments on the grounds that they are valid or just 'child talk' and that the child or adult 'doesn't mean it' the teacher must insist that action is taken to stop the child/adult behaving in this way.

Justifications or excuses are not acceptable. In cases of serious misbehaviour, such as the above or racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.

In extreme cases and/or if the child shows no sign of improvement in behaviour, the child's parents will be sent a written warning, explicitly stating what the child has unacceptably said.

If the behaviour continues or cannot be resolved and only as a last resort, it may be necessary to request the child be removed from the nursery setting permanently.

Unacceptable verbal behaviour within this context includes any form of racial comments, verbal bullying and swearing. Please note that unacceptable physical behaviour will be dealt with in the same way.

### **Hurtful Behaviour**

The staff at Miss Delaney's will take hurtful behaviour 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, but 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 whom they have hurt.

- The staff at Miss Delaney's 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 they have neither the biological means nor the cognitive means to do this for themselves.
- The staff at Miss Delaney's understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry, as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- The staff at Miss Delaney's does not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.

- The staff at Miss Delaney’s recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. “Adam took your car, didn’t he, and you were enjoying playing with it. You didn’t like it when he took it, did you? Did it make you feel angry? Is that why you hit him?” Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others’ feelings. “When you hit Adam, it hurt him and he didn’t like that and it made him cry.”
- The staff at Miss Delaney’s will help young children develop pro-social behaviour, such as resolving conflict over who has the toy. “I can see you are feeling better now and Adam isn’t crying any more. Let’s see if we can be friends and find another car, so you can both play with one.”
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- The staff at Miss Delaney’s will support social skills through modelling behaviour and through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- 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.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
  - they do not feel securely attached to someone who can interpret and meet their needs - this may be in the home and it may also be in the setting;
  - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
  - the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
  - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
  - the child has a developmental condition that affects how they behave.
- Where this does not work, we use the **Special Educational Needs Code of Practice** to support the child and family, making the appropriate referrals to a Behaviour Support Team\* where necessary.

## **Bullying**

We take bullying 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 to another. Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

The Staff at Miss Delaney's have a no tolerance attitude to bullying. The incident will be discussed with the child/children or adult and a caring attitude given to explain that he/she is being withdrawn from the play environment until this stops.

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 circumstances causing them to express their anger in negative ways towards others;
- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist 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;
- 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.

# Further Guidance

- Special Educational Needs Code of Practice (DfES 2014)

## Other useful Pre-school Learning Alliance Publications

- The Social Child (2007)
- Reflecting on Behaviour (2010)

### **ROYAL BOROUGH OF KENSINGTON & CHELSEA (RBKC)**

Behaviour Support Team

Town Hall

Hornton Street

London W8 7NX

Telephone: 020 7361 3000

This policy was adopted at a meeting of

*Miss Delaney's*

Held on

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*(date)*

Date to be reviewed

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*(date)*

Signed on behalf of Miss Delaney's

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Name of signatory

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Role of signatory (e.g. Head Teacher, Director or  
Owner)

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**N.B. As fully discussed during staff induction & training; members of staff present:-**

Reviewed by N. Firkin February 2016. To be reviewed February 2017

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