

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

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 behavior. The named people in our Nursery Settings are: Mrs Lisa Murray (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 school's 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.

Miss Delaney's believes that children flourish best when their personal, social and emotional needs are met in an environment where there are clear and developmentally age appropriate expectations and when they know how they are expected to behave through interaction with caring adults who show them respect and value their individual personalities. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. Positive, caring and polite behaviour will be encouraged and praised at all times in an environment where children learn to respect themselves, other people and their surroundings and are able to learn from, and make, mistakes without fear of any consequences.

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 not run when moving around the school.
- * We try not to 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.

For positive behaviour to occur, children need to feel safe, stimulated and happy in the nursery and to feel secure and comfortable with all staff. All children are unique and we believe this is key to understanding, acknowledging and promoting positive behaviour in children. We commit to supporting and caring for children and their families based on their individual needs. Our ultimate aim is to work in partnership with parents to lay foundations upon which children can develop into happy, self-confident and well-adjusted individuals.

Managing Unwanted Behaviour

Unwanted behaviour includes any behaviour likely to injure themselves, other children or members of staff. Where there is positive adult interaction and where children are engaged in an activity they are interested in and well occupied, instances of unwanted behaviour are rare. This is particularly so where children are made aware of what is acceptable behaviour and what is not. This will obviously be dependent on the age and developmental stage of the child.

If a child receives regular positive reinforcement, it is easier for them to accept an approach in respect to any inappropriate behaviour. Where relationships are positive, children are generally eager to please. Achievement and positive behaviour should be rewarded with praise and positive attention. Inappropriate behaviour should be challenged without adopting a negative attitude towards children who may be behaving inappropriately. All approaches used in managing inappropriate behaviour must have a positive effect on a child's development.

Staff should adopt a consistent approach towards managing all behaviour. This ensures that the children have the security of knowing what constitutes acceptable behaviour and what does not. The nursery space should be age appropriate and

sufficient stimulating and challenging activities should be available to meet the children's individual needs.

Staff must consistently thank and praise children for sharing, acts of kindness, helping others, playing co-operatively and for all their achievements. We support the positive development of children's behaviour and all staff are encouraged to use **positive** language and behaviours rather than pointing out the bad. Examples include:

- Say what you DO want, rather than what you DON'T want: "I'd like you to walk in the nursery", rather than, "Don't run in nursery";
- Say Yes rather than No: "Yes we can have story time, once we have tidied up" rather than "No, not yet, we have to tidy up first";
- Use when and then to encourage respectful bargaining and sharing goodwill: "When we've picked up the toys, then we can sit and have our snack";
- Proactively praise good behaviour, limit attention on negative behaviour: "Who tidied up the toys? Great job!" "Great hand washing today";
- Recognise that children can seek attention through negative behaviour.

In instances of conflict, we should listen to what the children are saying and not make any assumptions that we know what has happened. We as adults should understand that instances of misbehaviour do not arise from thin air.

A traffic light visual system is used for the Ducks groups (see Annex A). We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour. When an event occurs, the staff will give an immediate verbal response to the action. A warning should be given before a child's name is moved from one traffic light colour to another. A firm explanation to the child as to why the behaviour is unacceptable is given. If unacceptable behaviour persists, and the child reaches the red traffic light, the child will be withdrawn from the activity/teacher group for a short period of time to reflect on their behaviour. If necessary, the child may be taken/invited into another area of the room to calm down.

Examples of strategies staff can use when dealing with unwanted behaviour (see also Strategies to Manage Behaviour):

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, 'Stop' or 'no thank you'.
2. The Adult will wait until the child has stopped what they are doing, unless 'dangerous'.
3. The adult will tell the child what he/she would like them to do. They will be firm, clear and precise.
4. The adult will ask the child to repeat what they should be doing.
5. The adult will stand and wait for a response.
6. If the child is at first reluctant, the adult will praise what the children are doing correctly and repeat the process from step 3.

It may take some time before these 6 steps are effective, but hopefully there should be a positive effect from step 3. By then, the adult should know if it is working. If not, the same steps will be repeated.

Parents will be informed if staff feel that the child's behaviour is particularly worrying. Nursery staff and parents will work together to promote positive behaviour.

If the child shows no sign of improvement in behaviour, the child's parents should be met with to discuss the behaviour and how to move forward. See below.

Should the problem persist, the child's place could be immediately withdrawn if the behaviour does not stop within a reasonable period of time.

Children under three years

- 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.

Dealing with Consistent Inappropriate Behaviour

Where a child displays consistent inappropriate behaviour and does not respond well to the usual forms of behaviour management (in this policy), the child's Key Person and the nursery SENDCO will monitor and observe the behaviour by completing observations.

If unwanted behaviour is persistent, ABC forms should be completed with parents' permission (See Annex B).

An ABC chart is an observational tool that allows us to record information about a particular behaviour. The aim of using an ABC chart is to better understand what the behaviour is communicating. The 'A' refers to the antecedent or the event that occurred before the behaviour was exhibited. This can include what the person was doing, who was there, where they were, what sights / sounds / smells / temperatures / number of people that were in the environment. 'B' refers to an objective and clear description of the behaviour that occurred e.g. X threw item on the floor. 'C' refers to what occurred after the behaviour or the consequence of the behaviour e.g. children moved away from X, noise levels in the room decreased. It is important to decide on one or two target behaviours to record initially.

A - Antecedents (events that occurred before the incident took place).

B – Behaviour (what actually happened).

C – Consequence (what happened afterwards, how did people react and how was the incident dealt with).

(See attached form).

Having identified the triggers for the behaviour and the consequences that may be maintaining the behaviour, staff are now ready to develop a plan.

1. What alternative or more appropriate skill can you teach the child in order to eliminate their need to engage in this behaviour?
2. What changes can you make to the environment or the child's schedule in order to decrease their exposure to triggers?
3. How have you addressed the need that the child was trying to communicate?

4. Is there any need for a reward / incentive scheme in the short-term?
5. Have you communicated your plan to everyone who will be caring for the child?

We will speak to the child's parents, providing clear information, covering the potential issues and discussing any support of other professionals that may be appropriate. Any meetings will have clear aims and will be recorded and a copy sent to all parties involved. The nursery will assist and support the parents and the child through this process.

Hurtful Behaviour

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. 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 to manage his or her own feelings.

The staff at Miss Delaney's do 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.

We realise 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. Older children will be able to verbalise their feelings better, talking through 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."

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.

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:

- 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 the skills to respond 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 SEND Code of Practice: 0 to 25 years to support the child and family, making the appropriate referrals to a Behaviour Support Team* where necessary.

Rough & Tumble Play and 'Fantasy Aggression'

Young children often engage in play that have 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 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. Themes often refer to 'goodies and baddies' and 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 realising this to be the case! If this happens at school, the parents will be contacted by the Head Teacher. 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.

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.

Further Guidance

- SEND Code of practice (0-25yrs).

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Name of signatory:

Role of signatory:

Reviewed by N. Firkin June 2017. To be reviewed June 2018.

Reviewed L. Murray February 2019. To be reviewed February 2020.

Reviewed by L. Murray January 2020. To be reviewed January 2021.

Reviewed by L. Murray August 2020. To be reviewed August 2021.

Annex A
Traffic lights faces



A B C Observation

Name:					Date of Birth:	
Class name:						
Date & Time	Where did it happen?	What happened just before? (A)	What did do? (B)	What did you do? (C)	What happened as a result of YOUR ACTION?	Staff Initial

Staff response:

Parent's response:

Notes for feedback:

Date: