

Kay Rowe Nursery School



Together a better future

***Kay Rowe Nursery School
and Children's Centre***

**Kay Rowe Nursery School and
Children's Centre
Positive Behaviour Management Policy**

Date: September 2023

Governor's signature: _____

Aim of The Policy

The school and centre behaviour policy applies to everyone who comes into the school, children, parents, carers, staff and visitors.

At Kay Rowe we are committed to providing a secure and happy stimulating environment in which every child has the opportunity to develop a positive self image and a mutual respect for others in the community.

Everyone at the school has:

- A right to feel safe.
- A right to feel respected.
- A right to be supported in their learning.
- A right to be treated fairly.
- A right to have property kept safe.
- A responsibility to make sure that other people's rights are respected

Home School Partnership

We believe in strong and effective partnerships between parents/carers and school as parents are their first and most enduring educators (**see parent/partnership policy**). We believe it is our responsibility to manage the behaviour of children in our care and parents will not be told of minor issues. However, parents will be consulted if there is a significant change in behaviour, a pattern of negative behaviour or of serious incidents.

Parents will not be used as a "threat" e.g. to be called if a child has misbehaved.

Parents can be offered support through discussing issues with the child's key-person, class teacher, the Headteacher, or centre staff. They may be referred onto parenting support groups run at the Centre or in the community, Early Childhood Psychologists or to Child and Family Consultation Service

We would request that Parents will :

- act as positive role models
- support the school and centre in reinforcing boundaries of acceptable and unacceptable behaviour
- feel confident that staff will take seriously any unpleasant incidents

We have a few simple rules at nursery which everyone is encouraged to follow:

We use our gentle hands.

We listen to each other

We use kind words when talking to each other

We take care of our Nursery toys and books and help to put things away.

We keep ourselves and our friends safe

If children forget or have not understood the rules they will be reminded in a positive way: either by a positive statement on what we would like the child to do e.g. "please walk inside" rather than "don't run" or by redirecting the child e.g. "you can run as much as you like outside"

When a Child Hurts Someone

Young children often lack the verbal skills to negotiate, discuss and compromise and will sometimes resort to snatching, pushing, hitting etc in order to get what they want. Children need to be supported to see how they have affected the other person (consequences). And told very simply that the other person is hurt because of what they have done and are feeling or sad or whatever is appropriate. Adults will model the appropriate behaviour of giving sympathy and support to the person who has been hurt. Adults can model language and behaviour e.g. you have to ask "can I have that next please" as a means of resolving issues in the future. The offending child may be requested to "look after" the child that has been hurt.

Other Strategies Include:

- Hi Scope Conflict resolution technique
- PALM behaviour management strategies
- Staff acting as role models of good behaviour.
- Noticing when children are getting things right and praising explicitly e.g. "I like it when you share your toys with your friend" or "Look at _____ sitting really well"
- Lots of praise
- Asking a child about their feelings or commenting on how they appear e.g. "you look cross or sad" etc
- Developing really secure relationship with key worker.
- Using an ABC(or other) chart to work out why an incident has happened.
- Always separate the action from the child- it's the behaviour in question not the child and making that clear.
- Give the child a fresh start once issues have been solved.

More Persistent or Significant Difficulties:

- Will be raised at staff meeting for discussion/ resolution and consistent strategies where appropriate.
- Discussed with the parent/carer to find out if they have relevant information to share.
- The strategies used will depend upon the child involved.
- Child may be asked to come in from the garden and be redirected or hold an adults hand for a few minutes. They will be supported to reflect on what they have done and then make amends e.g. pick up equipment thrown around or listen to a child tell them how their actions made them feel..

- Support and advice may be requested from other agencies.
- Support and advice from the Family Support Team .

Specific activities may be planned in order to meet individual needs e.g. learning to recognise emotions, having specific means of getting rid of anger, being allowed a special toy as a reward etc

Physical intervention

Staff will use physical interventions only as a last resort and only then if they have reasonable grounds for believing that immediate action is necessary to prevent a child from significantly injuring themselves or others or to prevent serious damage to property.

Before reaching this stage, staff will have used all possible non-physical actions, such as dialogue and diversion, to deal with the behaviour. Staff will clear a room if necessary in order to protect other children and move furniture out of the way. Staff will call other staff to support them

The child or children concerned will be warned verbally that physical intervention will be used if they do not stop. A dialogue will be maintained with the child or children at all times, so that the member of staff can explain what they are doing and why they are doing it.

Staff will make every effort to avoid the use of physical interventions, and will never do this alone. All staff are trained in de-escalation and positive handling and will only use physical intervention as an act of care and control and never punishment.

Physical interventions will never be used purely to force a child to do what they have been told and when there is no immediate risk to people or property. Only staff trained in physical restraint (team teach) will be able to use physical interventions.

As soon as it is safe, the physical intervention will be gradually relaxed to allow the child or children to regain self-control.

If staff are not confident about their ability to contain a particular situation or type of behaviour, additional staff support will be asked to support or intervene. Where a member of staff has had to intervene physically to restrain a child, the Headteacher will be notified and the incident recorded. The incident will be discussed with the parent/carer at the earliest possible opportunity.

Environment

Incidents of negative behaviour can occur when children are trying to share limited resources. Staff will constantly seek to improve the classroom and playground environment so that there are more things for the children to be interested and involved in.

Bullying

'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, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate.

It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Whilst children at a nursery age range are unlikely to adopt bullying behaviour, it is important that staff are aware of what constitutes bullying and the effect it can have on children.

Being aware of children's age and stage of development.

Some younger 3 year olds and 2 year olds and children with additional needs may need longer to process instructions-

- They may need you to state the emotion they are feeling
- They may need more time to process what is happening before being encouraged to move onto another activity.
- Some younger 3 year olds who may seem articulate may be still be struggling with social and emotional development