



Behaviour Management Policy 2016-17

Moreland Primary School

Helping Children Make a Positive Contribution Through Positive Behaviour in the Early Years

Policy statement

Our at Moreland 0-3's nursery is for it to be a warm and welcoming place for everyone. We encourage children, parents, carers and staff to respect each other and property. We aim to provide a happy, caring environment with challenging and stimulating activities. We value differences in cultural background, family structures, abilities and perspectives.

Moreland has basic rules for behaviour, to make the nursery a safe and respectful learning environment. We acknowledge that different families may not agree with all the rules. We encourage families to talk with us about any role they don't agree with, to find common ground that is respectful to everyone's culture and traditions.

Our expectations are clearly explained to children and are based on the following principals, in an age appropriate manner:

- Good social behaviour prepares children to be good citizens
- Children are asked to keep their hands and their feet to themselves; spitting, biting and hitting are likely to upset or injure others, which makes it harder for everyone to learn.
- Children are asked to respect property, damage to property can be frightening to other children, creates health and safety hazards, and means we have to spend more of our budget repairing damaged items instead of buying exciting new things.
- Children are asked to listen to each other with respect and kindness. Using words to hurt or upset another person is a form of bullying.

Personal, social and emotional development is a core element of the Early Years Foundation Stage, and underpins all learning. This kind of learning is about how we get along with others, how we feel about and understand ourselves and learning how to manage our feelings and behaviour. Children must understand their own feelings and be able to work out differences with others before they can learn anything else. All children have an entitlement to consistent support from all staff in the promotion of positive behaviour.

Why do children behave in ways we don't like?

It is a natural part of young children development (0-2years) to hit or push others as they start to learn what is socially expectable. This stage of development requires adults to calmly and consistently show children the desirable behaviours.

Children learn through experimentation and play. Part of experimenting is breaking rules, to find out what happens when the rule is broken. If the rules are different between home and the nursery, children may break rules more often to try to learn the difference between the settings.

Children sometimes behave in ways we don't like to try to communicate their physical, social and emotional needs. They don't have many words yet and don't always understand their feelings, so they communicate through behaviour.

Children can be confused about what behaviour that's acceptable in one setting (eg outside) would be unacceptable in another setting (eg library). They often need help and support to understand this.

How do we help children develop good behaviour?

The Moreland Way:

We introduce and reinforce the key ideas of positive behaviour through a whole school approach called "The Moreland Way". This is introduced to younger children through appropriate activities such as circle time and everyday situations when they arise.

Do be kind and helpful – *remember to help other children and adults*

Do be gentle – *remember other people have feelings*

Do look after your school- *remember to show respect*

Do listen to people and show respect – *remember your manners*

Do work hard – *remember to always try your best*

Do be honest – *remember to always tell the truth*

All children learn good social skills at different rates, and each child will have different stumbling blocks. Staff need to develop strategies that respond to each child's development and individual needs.

How do we encourage positive behaviour?

- Help young children to build friendships and engage in positive interactions with their peers so they learn how to engage in meaningful and fulfilling interactions with others
- Identifying the cause of the behaviour by working in close partnership with parents and carers to identify any changes within normal routine and use strategies to support child . For example a young child can be sensitive to changes such as sleeping in a cot with parents to their own bedroom

- Preventing—anticipation and removal of potential problems (stop the fight before it happens, or keep things that children can't play with out of their reach)
- Discussing—having a conversation with children about what is acceptable behaviour whenever the need arises and using a variety of strategies to do so eg puppets, story time, and persona dolls
- Interaction—plenty of adult attention, so that there is no need to misbehave to attract attention.
- Praise or Reward—all adults should offer explicit praise for good behaviour, for example turn taking, cooperation, sharing, listening...drawing attention to the positive rather than the negative. Demonstrate that the child is valued even if his or her behaviour is unacceptable.
- Provision—provide physically and intellectually challenging and emotionally satisfying activities for children to 'let off steam'
- Leading by positive example from adults—we involve parents/carers in establishing a few realistic rules for appropriate behaviour—eg we walk inside, we use our words when we want something, and 'it's nice to be nice'
- Clear expectation applied in a positive way—'no hitting' becomes 'be gentle' or 'use your words'
- Visual timetables and support materials to support children with routines and positive behaviours.

Parent Partnership

- Involving—parents/carers of individual children who have a pattern of behaviour that causes concern and work together to plan for and support their child's development.
- Invite—parents/carers to contact us if they have any concerns or worries relating to their children's development in the areas of personal, social and emotional development.
- Signpost-parents to services

In certain circumstances, such as racist language, physical abuse or dangerous behaviour an instant adult response is required.

Procedures for dealing with unwanted behaviour

- Spending quality time with child helping them to develop play skills and positive identities/self esteem, as some young children haven't had the opportunity to learn this within their home environment
- Redirection – distract to another activity or join in with the activity
- Explanation – a firm "no" and a clear explanation of why the behaviour is unacceptable

- Warning – give a clear understanding of what may happen if the behaviour does not stop
- Use the consequence – must be immediate and relatively short, no more than a few minutes and must be directly related to the child's behaviour e.g. taking away a toy that a child is throwing.
- Consistency – staff should be consistent in their response to a child, and consistency between home and nursery/school should be developed wherever possible.

Responses to challenging behaviour:

If a child is engaging in a behaviour we don't like, but is not a significant threat to themselves, others, or property, the following provides steps to managing this behaviour:

1. Stay calm. If you become distressed you can no longer model calm problem solving to a child.
2. Don't assign negative, sophisticated, or manipulative motives to children's behaviour. Young children are not doing things to be spiteful or to manipulate people, they just want what they want and they only know a few ways to get it.
3. Consider what the child wants. Are they making a loud noise disruptive noise because they are enjoying themselves (banging blocks together, for instance)? Are they being aggressive to another child because they want a toy? Are they screaming because they want their mummy?
4. Acknowledge how the child feels and what the child wants. "I know you're sad because your mummy isn't here. You miss your mummy." "you really like playing with those blocks"
5. Help the child to get what they want in an appropriate way, or to develop strategies to cope with not getting what they want if they can't have it. "I know you miss your mummy. She will be back soon. Do you want to draw her a picture and tell her you miss her? I'll help you write the words you want to say to her." "Johnny is playing with the blocks now, but you can ask if you can play too. Then you can play with the blocks together. Or you can wait until Johnny is done and have your own turn"
6. Even with children who are too young or unable to speak, it is important to identify children's desires and feelings for them. Children understand, on average, 100 words before they say their first. Talking to children about their feelings helps them understand and cope with their internal turmoil, moving them more quickly in to appropriate ways of coping with their feelings.
7. With children under 5, it is helpful to show them as well as tell them. If they are fighting over a truck, hand them another truck. If they want to knock down someone else's tower, show them how to take turns building the tower together. Use your facial expression and tone of voice to let them know you know how they feel. If a child is crying and you are responding by being jolly in an attempt to distract them, it is very

- confusing. Let them know you know how they feel, but that you are not overwhelmed by their feelings. This is the beginning of containment.
8. Suggest strategies to young children as alternative form of behaviour e.g when a child is snatching a toy, an adult may suggest to asking their friend for a turn.
 9. Empower children with choices were possible for example if a child is refusing to wear an apron at the water tray, then an adult may suggest “you can wear an apron and play with the water or you can go and play with the cars, blocks etc.....what would you like to do ?”

Responses to Dangerous Behaviour

If a child is hurting another child or themselves, or is about to do significant damage to property (such as throwing a chair or hitting another child), quickly and calmly stop this behaviour by using their name and saying “no” or “stop”. Then go back to step 1 above and go through the steps. Remember behaviour management is about teaching children new ways to solve problems, not about stopping behaviour we don't like.

In emergency situations, staff may use appropriate physical restraint of a child to:

- Prevent harm to a person (including the child harming him/herself)
- Remove a weapon or item being used as a weapon
- Prevent serious damage to property
- If restraint is used, it must be documented, and parent/carers of the child must be informed.

Unacceptable procedures in managing behaviour:

Moreland staff will prevent and prohibit any person on the premises (from using cruel, unusual, hazardous, frightening, or humiliating discipline, including but not limited to:

- Corporal punishment including biting, jerking, shaking, spanking, slapping, hitting, kicking, pinching, or any other means of inflicting physical pain or causing bodily harm to a child.
- Verbal abuse such as yelling, shouting, name calling, shaming, making derogatory remarks about a child or a child's family, or using language that threatens, humiliates, or frightens a child
- The use of physical restraint methods that could harm a child
- The use or withholding of food or liquids as a punishment

Monitoring and Evaluation

All staff will attend training where appropriate both individually and as a whole staff group.

We will keep this policy and procedures under annual review and will amend or change them in response to ongoing monitoring and evaluation as follows:

- Through ongoing observations of groups and individuals
- Through analysis of the use of praise and natural consequences

- Through the responses from parents, carers, and other members of the local community.
- Staff will discuss behaviour management techniques at staff meetings to get further support from the designated behaviour management person *Rasheedah Giwa* (0-3's Manager)