

BEHAVIOUR POLICY/PROCEDURE

'Blackthorn Good Neighbours (BGN) is a Registered Charity, and is the employer for the purposes of this policy. References in this policy to "the employer" should be taken in all instances to refer to BGN'. Similarly all references made to 'Staff' are to be taken in all instances to refer to all paid employees of BGN.

We believe that behaviour management is crucial in the creation of a safe place for children and adults and one which benefits their well-being. We work together with parents/carers to encourage children to behave in socially acceptable ways and to understand the needs and rights of others. We incorporate and promote British Values in children's behaviour management. These include the four following aspects.

1. Democracy: making decisions together
2. Rule of law: understanding rules matter as cited in Personal Social and Emotional development
3. Individual liberty: freedom for all
4. Mutual respect and tolerance: treat others as you want to be treated

- We recognise that interaction with other people vary between cultures and require staff to be aware of and respect the needs and beliefs of everyone who accesses the setting.
- We require all staff, volunteers and delivery partners to provide a positive model of behaviour by treating children, parents/carers and one another with friendliness, care and courtesy.
- We familiarise new staff, students and volunteers with the setting's behaviour policy and its guidelines for expected professional behaviour, presentation and etiquette.
- We encourage all members of our setting – children, parents/carers, staff, volunteers and students – to keep to the guidelines at all times.
- We try to ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for conflict over sharing. At times where this is not possible, we rely on adult supervision to monitor and encourage sharing and promote turn taking where possible.
- We praise considerate behaviour, such as kindness and willingness to share.
- We support each other in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our groups so that they feel valued and welcome.
- We discourage threatening or bullying behaviour. Everyone using the setting has the right to feel safe without the fear of verbal or physical intimidation.
- In cases such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes by means of explanation and not personal blame. We have our 'Golden Rules' displayed in both rooms which all children, staff, families and students and volunteers promote and adhere to.

Strategies for children who engage in Inappropriate Behaviour

- BGN require all staff, volunteers and students to use positive strategies for handling any unwanted behaviour by helping children find solutions in ways in which are appropriate for the children's ages and stages of development. These may include acknowledging feelings of others, explanations of acceptable and unacceptable behaviour and supporting children in managing their feelings appropriately.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for conflict over sharing.
- We have a set of 'Golden Rules' which are explained and enforced in the setting, and that promote those British values on a day to day basis.

- We praise considerate behaviour, such as kindness and willingness to share.
- We support each other in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our groups so that they feel valued and welcome.
- We never send children out of the room by themselves or use strategies such as 'Time out.'
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out or humiliate individual children E.g. Time out.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property. Such events are recorded on an incident form and are brought to the attention of the setting's management. Parents are also informed. The form is signed and placed in the accident file. If physical intervention/restraint is regularly required for an individual child such as those with Special Educational Needs and Disability external training such as Team Teach would be sought for staff. A care plan would be written for that child detailing safe strategies to deal with the specific type of behaviour in the nursery environment, and that protects the child, staff and other children in the setting.
- We do not shout or raise our voices in a threatening way to respond to children's behaviour. Staff are advised to use lower tones to distinguish when staff are unhappy with a child's unwanted behaviour.
- We support parents in challenging inappropriate behaviour and use strategies such as ABC charts, Traffic light lanyards, visual aids, sand timers and daily monitoring to look for changes and patterns of changed behaviour.
- Traffic lights are used by all staff in nursery to **praise** positive behaviour (Green), to encourage **thinking** about what do as opposed to what not to do (Yellow), and when a behaviour needs to **stop** (Red). Staff are trained use the Green and Yellow regularly and only the red when really necessary, or if a child has not responded to the think card (Yellow).

Rough and Tumble Play and Fantasy Aggression

Young children often engage in play that can have aggressive themes e.g. superheroes. Some children often engage in such play 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 the strategies above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. This type of play supports children's social skills.
- we recognise that fantasy play also contains many violently dramatic strategies and that themes often refer to 'goodies' and 'baddies' and such play provides opportunities to explore the concepts of right and wrong.
- Staff should be aware when rough and tumble/fantasy play and through observation be alert to any concerning behaviours or use of hostile language being used that could be a sign of Radicalisation – See Safeguarding Policy for procedure where there is a concern about a child.

Negative Behaviour

We take behaviour very seriously. Most children under the age of 5 will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time. For children under 5 the behaviour is momentary, spontaneous and often without the awareness of the feelings of the person whom they have hurt which develops with the support and guidance of the adults around them to model and teach.

- We recognise that young children behave in hurtful ways towards each other because they have not yet developed strategies for managing their feelings. Staff will support the child in managing these feelings. There are also several displays around the setting that show different types of emotions through visual representations and emotive cards on staff lanyards which can be used to label children's emotions and introduce the language of feelings.

- We support and calm the child who is angry as well as the one who is hurt. 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, helping the child to regulate themselves.
- We will calm pre-verbal and non-verbal children by holding and cuddling them. Verbal children will also respond to this, but we offer them an explanation and discuss the incident with them to their level of understanding depending on age, stage and cognition.
- We 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 by making a connection verbally between the event and the feeling.
- We help young children learn to empathise with others, understanding they have feelings too and that their actions impact on others feelings. We have resources to reinforce this at an age appropriate level E.g. through the use of Persona dolls.
- We are aware that developmentally biting others can be a behaviour frequently seen from toddler age children and beyond this age and stage. Staff are advised not to draw attention to this behaviour and focus their attentions on the children that has been hurt as a result of the bite.
- We are aware that the same problem may repeatedly happen before skills develop. In order for both the biological maturation and cognitive development to take place, children need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour through activities and stories. We build confidence and self-esteem in children, recognising their emotional needs through our relationships with them.
- We help a child to understand the effect their behaviour has had on another child; we do not force them 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 will work with parents/carers to identify the cause and find a solution together using tools such as the ABC Charts or Icebergs.

If there are any additional incidents or behaviours that are not met with guidance in this policy, the designated behavioural staff member and SENCo are consulted.

Reviewed: 23.2.18

Next review due: Feb 2019