

THE JORDANS NURSERY SCHOOL
ACHIEVING POSITIVE BEHAVIOUR
February 2013

We have a named person (see nominated person list) who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

Aims and expectations:

- It is the primary aim of The Jordans Nursery School that every member of the school community feels valued and respected.
- Each person is treated fairly and well.
- We are a caring community whose values are built on trust and respect for all.
- The school behaviour and discipline policy is therefore designed to support the way in which all members of school can live and work together in a supportive way.
- It aims to promote an environment where everyone feels safe, happy and secure.
- The Jordans Nursery School has “golden rules” or class rules that give the children a clear understanding of expected behaviour. The class rules are used as a means of promoting the positive rather than focussing on the negative. Every child in the school knows the standard of behaviour expected.
- Every member of the school community is expected to behave in a considerate way towards others.
- All children are treated fairly and this behaviour policy is applied in a consistent way.
- This policy aims to help children grow and learn in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- Good behaviour is expected as a matter of course, to help develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than deter anti-social behaviour.

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Strategies:

- Staff, students, volunteers, etc use positive strategies for handling any inconsiderate behaviour by helping children find solutions in ways that are appropriate for the children's ages and stages of development. Such solutions may 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.
- Teachers congratulate children for positive actions or behaviour.
- We ensure that children are meaningfully occupied with sufficient activities so there is no need for unnecessary conflict over sharing and waiting turns.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging to our group so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only after inconsiderate behaviour.
- We never send children out of the room by themselves, nor do we use a "naughty chair".
- We never use the word "naughty".
- We try to help children understand the outcome of their actions if they behave in an inconsiderate way.
- We never use physical punishment or physical force. Children are **NEVER** threatened with physical punishment.
- We do not use techniques intended to single out and humiliate individual children.
- Physical restraint is **ONLY** used to prevent injury. Details of such an event are recorded in the incident book. The child's parent is informed.
- We do not shout or raise our voices in a threatening way to respond to inconsiderate behaviour.
- Children are praised and encouraged in front of their peers to encourage positive example.
- Teachers and staff praise and acknowledge efforts that have been made out of school or at home to reinforce the importance of continuity between home and school.

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Children under three years old:

- When children under three years old behave in inconsiderate ways we recognise strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort for these 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. Sometimes a child has not settled in well and the behaviour may be a result of separation anxiety.
- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security for the child.

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children often 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 time it may need addressing using the above strategies.

- We 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 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.
- We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., 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 into 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.

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Hurtful behaviour:

We 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 they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that may 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.
- We 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 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.
- We 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 down through holding or cuddling. Verbal children will also respond to cuddling to calm them down, but we offer an explanation and discuss the incident with them at their level of understanding.
- We help children to understand their feelings by naming them and helping them express them verbally. E.g. “George 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?”
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions have had an impact on another’s feelings.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy.
- We are aware that the same problem may happen over and over before skills such as turn-taking develop. Repeated experiences with problem solving are important.

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- We support social skills through modelling behaviour in activities such as role play, drama, stories.
- We help the children understand that their behaviour has had an effect on another child. We do not force them to say they are sorry but encourage this where there is genuine sorry and they wish to make things better.
- When hurtful behaviour is problematic we work with parents to identify the cause and find a solution together. Reasons that a child may 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 or the setting;
 - Their parent or carer in the setting does not have the 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 may affect how they behave.
- Where this does not work, we use the Code of Practice to support the child's 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 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 or over. However we do have a separate bullying policy as a matter of course.

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The role of the Named Person:

- It is their responsibility under the School Standards Framework Act 1998 to implement the school behaviour policy consistently throughout the school.
- It is their responsibility to ensure the health, safety and welfare of all children in the school.
- The designated person will liaise with the teacher, head and parents and an educational psychologist may be contacted to support and guide the progress of the child. This will only occur with the permission of the parents.
- They must keep records of any incidents of inappropriate behaviour.
- The head/owner supports the staff by implementing the policy, by setting the standards of behaviour and by supporting the staff in the implementation of the policy.
- To keep 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 the programme for supporting personal, social and emotional development.
- Check that all staff have relevant training on promoting positive behaviour.

The role of the parents

- The school works collaboratively with the parents, so children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the literature that the parents are given, including achieving positive behaviour policy. We expect parents to read it and support it.
- Parents are told the school's policy on behaviour and standards expected on first registering at the school, and sometimes on the first tour of the school so that they understand our expectations at an early stage.
- We expect parents to support their child's learning and to cooperate with the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- Parents are expected to support any actions taken by the school when reinforcing positive behaviour with children. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about the child's behaviour or welfare.

Review

This policy is reviewed every 12 months.

Reviewed by all staff Feb/March 08 Jan 09 Jan 10 Jan 11 Feb 13 SS