



USWORTH COLLIERY NURSERY SCHOOL

Positive Behaviour Policy 2021-2022

School aims

At Usworth Colliery Nursery School we have a set of core values, followed by our whole school team, which we aim to consider and adhere to in all of our policies procedures and practices. The values are:-

- We put children's well being and positive development at the heart of everything we do to establish the strongest foundations for them to learn, grow and progress.
- We are welcoming, happy, safe, caring, engaging, respectful, supportive and cooperative.

At Usworth Colliery Nursery School, we aim to include all children and their families in all aspects of school life; we value and respect the views of parents and carers. It is important that we all work together to do our best for every child in our school.

Introduction

We aim to create a safe, orderly, friendly, positive environment in our Nursery School, to ensure our children are safe, happy, well cared for, able to form good relationships and ready to learn.

Our Positive Behaviour Policy is fair and consistent to all children and adults alike. The policy operates in conjunction with our Child Protection and Safeguarding policy, Health and Safety Policy and Safer Working Practice Guidelines.

We have created a simple and clear behaviour plan.

This plan has three parts:-

- **Rules that children must follow at all times.**
- **Positive recognition, praise and rewards that the children will receive for following the rules.**
- **Consequences that will result when pupils choose not to follow the rules.**

Policy guidelines

Rules

The behaviour plan spells out the rules that are in effect at all times.

- Positive instructions / directions are given precisely and in clear, simple forms, verbal and pictorial, to ensure understanding by every child. (I.e. the child knows and understands what they need to do).
- The rules are based on observable behaviours and ones that can be seen and are therefore not subjective.
- The rules are applicable throughout the entire day, with no exceptions, regardless of which activity is taking place

There are firmly established Nursery Golden rules. They are as follows:-

We always do as we are asked at Nursery

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We take care of the things in our nursery.

The positive behaviour policy of this school provides a course of action to be taken which promotes effective teaching and learning, the building of self-esteem in the children and respects the rights of the staff and children in the school.

The few simple rules are put into effect to ensure the safety of the children and to promote the development to social skills.

All staff of the school are aware that a child gradually becomes aware of their peer group and learns through trial and error to function socially.

A balance will be kept between the satisfaction of the child's needs and the necessity to modify them to meet the requirements of the group.

We will all try to understand the needs of each child and plan together to support their gradual understanding of behavioural expectations, applying the positive assertive approach to all children.

The rules are explained to the children, as the need arises and each situation is dealt with sensitively by the staff, who do their utmost to be consistent and to show no favouritism when dealing with the children.



HOW WE REWARD TO PROMOTE POSITIVE BEHAVIOUR

Praise and rewards

The consistent use of positive recognition, praise and rewards is critical to the success of the Behaviour plan and is the key to motivate pupils to choose responsible behaviour
Positive recognition will

- **Continuous coaching statements and dialogue from staff to encourage children to try hard, to reflect on the work / activities they are carrying out – to explain what they are doing well.**
- **Constant verbal praise and approval of positive behaviours to child and parent**
- **Stampers, an immediate sign of praise**
- **Stickers for achieving 3 stampers**
- **Class bears and certificates to take home each week, class star of the week books.**
- **Body language, a smile, nod, frown, hug**
- **Child is given responsibilities and jobs to do**
- **Praise and celebration is given for child's work and play, paintings, drawings, constructions, creations etc.**

WHY WE REWARD TO PROMOTE POSITIVE BEHAVIOUR

- **To encourage effort, perseverance, participation, good behaviour**
- **As an incentive to carry on and progress further**
- **As a sign of achievement**
- **To satisfy child's need for attention**
- **To build and improve child's self-esteem**
- **To change inappropriate behaviour**
- **To foster an atmosphere conducive to learning**
- **To establish and build on adult/pupil relationships**

WHAT WE REWARD

- **Perseverance, effort, achievement, concentration**
- **General improvement in behaviour**
- **Sharing, caring, being sensitive to the needs of others**
- **Good play appropriate to child**
- **Taking care of equipment by showing respect for toys and books**
- **Appropriate behaviour**
- **Completion of a task**

SANCTIONS THAT WE APPLY, IF INAPPROPRIATE BEHAVIOUR CONTINUES

Consequences

Consequences are used and are important because pupils need to learn that inappropriate behaviour carries with it very real consequences.

As this is true in the real world, it is learned at an early age in the Nursery too.

In determining consequences staff are aware that they

- **must be something children do not like, but are never physically or psychologically harmful**
- **should never be meant to embarrass or humiliate a child**

- do not have to be severe to be effective

The key to the effectiveness of consequences is that they are used consistently. It is the inevitability of the consequences, not the severity that makes it effective.

To be effective they are presented to the children as a choice.

Consequences have been established in the order in which they will be imposed, starting with the reminder of the rule. The consequences become gradually more substantial.

Once the child has received a consequence encouraging positive praise is verbally given as soon as possible after the event.

Each day, every child begins at the beginning, with a 'clean slate'.

Consequences are not accumulative over more than one day.

The Nursery has established the following consequences:

- **Give a reminder about the rule**
- **Explanation of what child has done wrong, making sure he/she understands**
- **Give a warning as to the next consequence**
- **Give time out with a member of staff (thinking time)**
- **Withdrawal from activity or area where inappropriate behaviour occurred or from a preferred activity**
- **Child is given a specific activity to complete until released by adult**
- **Adult's facial expression, tone of voice, body language**
- **Child is redirected**
- **Member of staff talks to parent / carer**

Every effort is made to gain the full support and co-operation of the parents because without these effective discipline is much more difficult to achieve.

SANCTIONS THAT WE CAN APPLY, AFTER CONSULTATION WITH BOARD OF GOVERNORS

- **Suspension of the child for an agreed period**
- **Withdrawal of the child's place at the school**

Teaching the Behaviour plan

This aspect of the policy is implemented at the beginning of the school year or during the induction period and is continually reinforced. The following steps are incorporated:

- Explain why the rules are needed
- Rules are taught
- A check is made for understanding
- Children are told how they will be rewarded for following the rules

- Reasons for consequences are explained
- Consequences are taught
- A check is made for understanding

In addition the Nursery has specific directions for routines which also have to be established (appendix 1)

These are taught immediately the routines take place for the first time and are continually reinforced on an individual, small group, or whole group basis to ensure all children are familiar with them.

Several different techniques are used by staff to motivate the children to behave and learn. These are as follows:-

- positive recognition
- positive repetition
- consistent praise
- scanning a whole or small group
- circulating within the room
- whole class reward system



Use of Physical Intervention Policy

Rationale

Physical punishments are not acceptable in the nursery. It is crucial that all staff, students, and so on understand what constitutes circumstances where physical intervention may be appropriate.

Alternatives to physical intervention

It is important to consider alternatives to using physical intervention such as:

- withdrawing other children or adults from the situation;
- using distraction techniques and re-directing the child's attention;
- make the environment as safe as possible to avoid a child causing injury to themselves or a member of staff.

Physical intervention should never be used as a substitute for good behaviour management.

Using physical intervention

If physical intervention is seen as necessary to manage a situation, ensure that the intervention is carried out with minimum force and for minimum time. Situations in which physical intervention might be appropriate may be to prevent a child from doing, or continuing to do any of the following:-

- injuring themselves or others;
- causing damage to property.

The relevant issues which must be taken into account:-

- The degree of force must be proportionate to the circumstances and incident, and seriousness of the event, (or the consequences it is intended to prevent) it should always be the minimum needed to achieve the desired result; (it may also depend on the age and understanding of the child).
- Use of force is only reasonable if particular circumstances warrant it, otherwise it could be seen as assault / child abuse; it therefore follows that it should not be used for situations that can be resolved without it, or for trivial misdemeanours.

Practical considerations

- Before intervening, where practicable, tell the child to stop misbehaving, with a warning of what will happen if they do not.
- The responsible adult should attempt to communicate with the child throughout the incident. Physical force cannot be justified to prevent a child from committing trivial misdemeanour or in situations that clearly can be resolved without force.
- Adults should always avoid touching or holding a child in a way that might be considered indecent. In exceptional circumstances, when there is an immediate risk of injury, e.g. to prevent a child running on to a busy road, hitting someone or throwing something) staff may need to take any necessary action that is consistent with the concept of 'reasonable force'.

Adults in charge should take calm, measured approach to a situation, and never give the impression that they have lost their temper, or are acting out of anger, frustration, or punish the child.

Unacceptable physical intervention

Nursery staff **should never** act in a way that could cause injury to a child and be deemed as assault / child abuse. Any person who carries out any of the following to manage a child's behaviour would be committing a disciplinary offence and action would be taken. Such inappropriate action includes:

- Shaking a child;
- holding a child around the neck or in any way that might restrict breathing;
- Slapping, punching, kicking, tripping or forcing limbs against a joint;
- Holding or pulling a child by the hair;
- Holding a child face down on the ground.

Recording incidents

Immediately following an incident where physical intervention is used the adult should tell the Headteacher, Deputy Headteacher or senior member of staff in charge of staff in charge. They must then fill in a Physical Intervention Log Form as soon as possible afterwards. This may help to prevent any misunderstanding, and will be helpful should there be a complaint. The nursery keeps a Physical Intervention Log File in the centre office.

The essential details which need to be kept concise and accurate should be recorded, (see separate log sheet containing layout). The written report should include:

- The name(s) of the (s) involved;
- Where and when the incident took place;
- The names of any staff or others who witnessed the incident;
- The reason that physical intervention was necessary;
- How the incident had progressed, including details of: the child's behaviour and what was said by each of the parties, the steps taken to calm/defuse the situation and the degree of force used, how it was applied and for how long;
- The child's response and the outcome of the incident;
- Details of any injury suffered by the child, another child or member of staff / other adult.
- Details of any damage to property.
- Further action/outcome of discussion with parent(s).

When compiling the report, staff might find it helpful to seek advice from a senior colleague or representative of their professional association. They should keep a copy of the report.

Parents should be informed of the incident, when they collect their child/ren and given the opportunity to discuss it with senior staff members. Parents will be asked to sign the log sheet and given a copy. If parents refuse to sign the log sheet this should be recorded on the form and the Headteacher informed.

The possibility of a complaint

The best way of avoiding complaints is to involve the parents when incidents occur, and by following the clear guidelines provided above. Use of force might lead to an investigation either under disciplinary procedures or child protection procedures, possibly leading to a disciplinary hearing, criminal prosecution or civil action. The key issue will be whether the degree of force was reasonable in all the circumstances of the case, and whether the nursery's policy has been

followed, and whether the action was needed to prevent factors such as: injury, accident or damage.

Conclusion

All staff, students, volunteers and so on understand what constitutes circumstances where physical intervention may be appropriate and need to be clearly aware of the procedures laid down. The policy should be seen in the wider context of the Nursery's Behaviour Policy, which aims to promote positive values and good behaviour by encouraging and supporting. Staff need to ensure that they plan well to avoid incidents and undertake suitable behaviour management training.

External support

This policy does not lie alone with the Nursery staff and children but must have the full support and co-operation of parents/ carers in order for it to become effective.

Parents / carers are able to have the policy explained further if they so wish by asking any member of staff. There may be the opportunity to explain it more fully during a parent / carer meeting during induction.

This policy runs in line with the Family Links Nurturing Programme where elements are used throughout the Nursery. The philosophy of the Family Links Nurturing Programme is an approach to raise children so that they will become emotionally healthy and socially responsible adults, and confident parents, which is based on self awareness and positive ways of handling children. This is done through listening, honest and respectful ways of communicating and knowledge of positive behaviour management techniques. This all helps children learn positive relationship skills. The Nurturing Programme helps parents to reduce and prevent harsh, belittling, negative Behaviour and attitudes, a damaging approach on which children given no alternative childhood experience would come to base their own attitudes. It aims to raise self esteem and nurturing skills in adults and children.

POLICY RATIFIED
POLICY REVIEW

SPRING 2021
SPRING 2022



POSITIVE BEHAVIOUR POLICY
Physical Intervention Log

Name of person completing Log	
Role	
Time	Date
Incident Location:	
Who was involved?	
Witnesses: Name and address	
How did the incident start? Reason for use of reasonable force:	

What happened next?
What was the outcome?
Details of any injury or damage to the person's property:
Further action/outcome of discussion with parent(s):
Signature of person completing log
Parent/s Signature/s
Date
Signature of witness to incident
Date



POSITIVE BEHAVIOUR POLICY

Working with parents and carers

Parents will be informed if their child is persistently unkind to others or if their child has been upset. In all cases, inappropriate behaviour will be dealt with at Usworth Colliery Nursery School at the time.

Parents may be asked to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between home and nursery. In some cases, we may request additional advice and support from other childcare professionals.

We endeavour to deal with any inappropriate or undesirable behaviour (or incident) that takes place in the nursery.

The school will not share information about which children were involved in the incident, as this is considered a breach of confidentiality and data protection.

The nursery will make every possible effort to notify both families individually of what has happened and discuss steps how to prevent it from happening again.

Depriving a child or forcing a child to consume food or drink and humiliating or frightening a child are also forbidden.

The use of violence or abuse by a member of staff will result in disciplinary procedures.

When children behave in inconsiderate ways we recognise that 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 will remain 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 frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the 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 to the child.



POSITIVE BEHAVIOUR POLICY

Unacceptable, undesirable or inappropriate behaviours

Physical Abuse including biting, hitting, punching, pinching, scratching, kicking and pushing.

Verbal Abuse including racist or sexist remarks and name calling.

Bullying defined as persistent name calling, minor harassment (such as taking things, toys etc. away from someone) and more major incidents involving physical violence or a group of children picking on one child.

Spitting

Screaming, shouting, running inside the nursery building.

Destructive (improper) use of toys, equipment or materials.



POSITIVE BEHAVIOUR POLICY

Rough and tumble play, fantasy aggression

Young children often engage in play that has 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.

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 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.

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 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.



POSITIVE BEHAVIOUR POLICY

Hurtful behaviour

The main reasons for very young children to engage in excessive hurtful behaviour are that:-

- 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 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 affects how they behave.

We take hurtful behaviour very seriously.

We 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.

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 to 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 through holding and cuddling (if this is a behaviour that children are happy with) 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 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, making a connection verbally between the event and the feeling. "Adam 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?"

Older children will be able to verbalise their feelings better, talking through themselves 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" or "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one." 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.



POSITIVE BEHAVIOUR POLICY

Biting Policy

Biting can be fairly common among children and can be a painful and frightening experience. Biting happens for different reasons:

- Exploration-mouthing and tasting an object is something all children do.
- Young children don't always understand the difference between gnawing a toy and biting a person.
- Cause and effect,-sometimes children bite as they know they will get a reaction.
- Attention -older toddlers may bite to get attention even if it is of a negative kind.
- Imitation-Older toddlers love to copy others. If they see a child bite they may copy the behaviour.
- Independence - toddlers are trying hard to become independent.
- Biting can be a powerful way to control others.
- Frustration – toddlers do not always have control over their bodies and cannot always express themselves so hitting, biting and pushing becomes a way to express upset.
- Stress – biting is a way of relieving stress and expressing feelings.

If a child continually bites, staff will carry out observations to determine a cause for the situation in the hope that the cycle can be broken.

Discussions will take place between staff and parents to help identify any underlying causes.

When the incident occurs:

- 1) The biter will be removed from the situation whilst the child who has been bitten is dealt with.
- 2) Staff should talk to the biter, telling them how it is not nice to bite and that their friend is very sad. They will be encouraged to apologise.
- 3) Time should be spent comforting the bitten child whilst the biter receives no special treatment to show that biting is not rewarded.
- 4) The incident will be recorded on an accident and incident sheet (ensuring

Confidentiality, by not including the child's name) and these will be signed by both children's parents once the incident has been discussed with them in private.