



The aims of our Behaviour Management Policy are:

- To ensure that all members of the Nursery, adults and children have a clear understanding of our agreed behaviour support strategies.
- For all children coming to our Nursery to have a right to participate and enjoy activities on offer without fear of intimidation, harassment, physical or verbal abuse.
- To develop a sense of caring and respect for one another.
- To build caring and cooperative relationships with peers and adults.
- To develop a range of social skills and an understanding of our diverse society and British values.
- To develop confidence, self discipline and self esteem in an atmosphere of mutual respect and encouragement.
- To ensure racism, sexism and other kinds of discriminatory behaviour including bullying (Physical – including hitting, kicking, taking belongings, Verbal – including name calling, insulting, offensive remarks, indirect spreading rumours, exclusion) will be challenged and will not be permitted to continue within the Nursery.
- To ensure that any measures taken are clearly understood by all and are consistently applied. The principles guiding management of behaviour exist within the EYFS for supporting personal, social and emotional development.

Children under three years of age

At Foxglove Violet Hill, we recognise that children under three years of age behave differently to other children in the setting. We recognise that if a child under three years of age behaves in inconsiderate ways;

- Strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- 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.
- We ensure that staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk to them about those feelings to help resolve issues and promote understanding.

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Rough and Tumble Play and Fantasy Aggression.

At Foxglove Violet Hill , we recognise that;

- 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 the agreed strategies.
- Rules and boundaries are developed to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- 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 you to explore concepts of right and wrong.
- Staff 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.

Inappropriate Behaviour

When encountering inappropriate behaviour staff will be clear to distinguish between 'disengaged', 'disruptive' and 'unacceptable behaviour'.

- '**Disengaged**' behaviour may indicate that a child is bored, unsettled or unhappy. With sensitive interventions, staff will often be able to re-engage a child in purposeful activity.
- '**Disruptive**' behaviour describes a child whose behaviour prevents other children from enjoying themselves. Staff will collectively discuss incidents and agree the best way to support the child to change the behaviour.
- '**Unacceptable**' behaviour refers to non-negotiable actions and include for example: discriminatory remarks, violence, bullying or destruction to equipment. We recognise that children will pick up speech habits from their parents, and may use speech which is inappropriate (for example racial comments) without realising this to be the case. If this happens the parent will be contacted immediately to discuss the situation. Staff will work with the child to show that the comments the child has made are not acceptable within the nursery and parents will be supported by staff as required.

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The Nursery has regard for the Disability Discrimination Act and will not discriminate against children whose behaviour is linked to a Special Educational Needs and Disabilities.

Unacceptable verbal behaviour within this context includes any form of racist comments, verbal bullying and swearing.

Unacceptable physical behaviour will be dealt with in the same way.

Children's behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs.

Physical intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour should be recorded and parents should be informed about it on the same day.

Hurtful Behaviour

- 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 whom 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 sometimes overwhelm them.
- Children need help and support in managing 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 would have the opposite effect.

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- Strategies are put in place in ways of responding to pre-verbal children that calm. Verbal children will also respond to strategies that calm them down, but these can be supported by offering them an explanation and discussion about the incident to their level of understanding.
- Young children require help in understanding the range of feelings experienced and that by supporting them in naming them helps children to express them, making a connection verbally between the event and the feeling. e.g. “Peter took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? It made you feel angry, didn't it, and you hit him?”
- Young children need support to learn to empathise with others, understanding that they have feelings too and that their actions impact on others feelings. “When you hit Peter, it hurt him and he didn't like that and it made him cry”.
- Young children need support in developing pro-social behaviour, such as resolving conflict over who has the toy. “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”.
- Understand that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- That it is important to develop social skills through modelling behaviour, using activities, drama and stories, building self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- Children need support to understand the effect that their hurtful behaviour has had on another child; children should be encouraged but not forced to say sorry where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- It is crucial to work with parents and carers when hurtful behaviour becomes problematic, identifying the cause and finding a solution together.

Behaviour Support Strategies

At Foxglove Violet Hill, all staff, volunteers and students use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development.

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- We understand that such solutions might 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.
- Acknowledge and praise considerate behaviour such as kindness and willingness to share and role modelling wanted behaviour.
- Support each child in developing self esteem, confidence and feelings of competence.
- Support each child in developing a sense of belonging at Foxglove, so that they feel valued and welcome.
- Ensure situations in which children receive adult attention only in return for inconsiderate behaviour does not occur.
- When children behave in inconsiderate ways, we support them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never use corporal punishment or threaten its use.
- We ensure that techniques intended to single out and humiliate individual children are never used.
- We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property.
- We record details of such an incident (what happened, what action was taken and by whom, and the names of witnesses) ensuring these are brought to the attention of the Principal and are recorded appropriately ensuring that the child's parent is informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make it clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We ensure adults do not shout or raise their voices in a threatening way in response to children's inconsiderate behaviour. Staff will only use raised voices (shout) when children's health and safety is at risk.
- Staff and children will work together to establish a clear set of 'ground rules' governing all behaviour in the Nursery. These will be periodically reviewed so that new children have a say in how the rules of the Nursery operate.

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- Staff will promote an environment where children feel able to confide in a member of staff and know that the shared information will be dealt with sensitively and acted upon as appropriate.
- Staff will be positive, consistent, fair and thorough when looking into any incidences of challenging behaviour. Inappropriate behaviour will be challenged in a calm but assertive manner. In the first instance, staff will try to re-direct children's energies by offering them alternative and appropriate options. Staff will be open in stating and explaining non-negotiable issues.
- When dealing with behaviour, staff will always communicate in a clear, calm and positive manner.
- Staff will make every effort to set a positive example to children by behaving in a friendly and tolerant manner themselves, promoting an atmosphere where children and adults respect and value one another.
- Staff will facilitate regular and open discussions with children about their behaviour. This will help them to understand the inappropriate aspects of their behaviour and enable them to have their say and be helped to think through the causes and effects of their actions. Conflicts will be resolved by discussion and negotiation.
- Staff supported by the practitioner responsible for behaviour support will work as a team by discussing incidents and resolving to act collectively and consistently.
- Staff will discuss concerns with parents/carers at the earliest possible opportunity in an attempt to help identify the causes of inappropriate behaviour and share strategies for dealing with it. For example, a Play Plan may be used to monitor the effectiveness of these strategies

When strategies do not work, we will seek support from outside agencies with the permission of the parents/carers.

Signed for and on behalf of Foxglove Violet Hill

Lindsey Harvey (Principal) :

Date :

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