



St Hugh of Lincoln Nursery School

Behaviour Management Policy

Statement of Intent

St Hugh of Lincoln Nursery School believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Aim

St Hugh of Lincoln Nursery School seeks to provide a happy and safe environment for all our pupils in accordance with our spirit and aims as a Catholic Parish Nursery School. Our Management Committee and all the teaching and non-teaching staff of the Nursery School are committed to making it a place in which individuals are valued and respected, and positive relationships are fostered.

Methods

1. We have a named person who has overall responsibility for issues concerning behaviour. Currently this is the Nursery Manager
2. We require the named person to:
 - (a) keep her/himself up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
 - (b) offer advice to other staff on relevant in-service training on promoting positive behaviour.
3. We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
4. We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
5. We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
6. We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.
7. As part of our teaching, especially in story-telling and in our daily group time sessions, we touch on the themes of kindness, respect and consideration for others, fairness and honesty and their opposites; and we encourage all our children to respond accordingly.

Strategies with Children who Engage in Inconsiderate Behaviour

1. We require all staff, volunteers and students to 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. 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.

2. If a child persists in unacceptable behaviour after a verbal request has been made that they should change their behaviour, the child will be removed from the situation and offered an alternative activity. In some cases the child will be seated quietly apart from the group with an adult until he/she is ready to rejoin the group.
3. We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
4. We acknowledge considerate behaviour such as kindness and willingness to share.
5. We support each child in developing self esteem, confidence and feelings of competence.
6. We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
7. We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
8. When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
9. We never send children out of the room by themselves.
10. We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
11. We do not use techniques intended to single out and humiliate individual children.
12. We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
13. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our setting leader and are recorded in the child's personal file. The child's parent is informed on the same day.
14. In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
15. We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.
16. With a positive approach and consistency in discipline from all staff, and with all staff being aware of the procedures to be followed in response to unacceptable behaviour, the children generally come to learn limits and to know exactly what is expected of them.

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 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.

1. 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'.

2. 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.
3. 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.
4. 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.

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 whom they have hurt.

1. 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.
2. We will help them to recognise and manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.

Exclusion

We consider the exclusion of a child from Nursery School is a last resort, after all reasonable steps have been taken to avoid excluding the child. Exclusion is only to be implemented if allowing the child to stay in the Nursery School would be seriously detrimental to the welfare of the child, or that of other children or of the Nursery School Staff. Any decision to exclude a child is made jointly between the Nursery manager and the Management Committee

Signed by (Chairman)

Dated

Review date