



# **Westfield Nursery School Behaviour Management Policy**

## **Vision**

At Westfield Nursery we aim to deliver against our vision 'Inspired beginnings, outstanding futures'.

## **Aim**

At Westfield Nursery School we aim to provide an environment where children are encouraged to consider and take responsibility for their own behaviour.

## **Philosophy**

We believe that through a well ordered, positive environment that values all children as individuals and where all success is celebrated, children will develop appreciation, understanding and respect for the rights, needs and feelings of others; they will learn to manage their own behaviour. Children will also learn to respect and appreciate their environment. Physical punishment will never be acceptable practice and will not be used.

### **Children will be supported to:**

- manage their own behaviour
- articulate their needs and feelings
- care for their environment, their peers, and all living things
- respect themselves and others regardless of protected characteristics, such as race, gender, disability
- understand rules are different within different environments, such as inside and outside & understand what is and is not acceptable behaviour within the school
- understand the reasons for rules within the school environment
- take responsibility for their own actions
- be part of a group/ community
- negotiate
- develop strategies to manage conflict

See Appendix 1 for how children are encouraged to look after themselves, care about others, be polite, look after equipment and care for the environment

### **Adults support and manage children's behaviour through:**

- acting as positive role models
- treating children as individuals
- having an awareness of what children are doing, listening to what they say and what they tell us
- providing a neutral calming space in each class
- acknowledging and respecting individual children's feelings
- sensitive interventions when appropriate. See Appendix 2
- respecting a child's perspective of a problem
- celebrating achievements
- challenging inappropriate behaviour, language and attitudes
- offering children strategies to enable them to deal with difficult and inappropriate situations
- developing positive relationships with parents
- sharing information with parents
- liaising with other agencies in support of children and their families
- monitoring behaviour using observations and discussions to support strategies for dealing with challenging behaviour, in partnership with parents
- ensuring that SEND Plans are available to support the child appropriately through behaviour difficulties
- working together as a whole school team

- working with outside agencies such as the Early Years Support Team to get advice on the right strategies to support a child's needs
- sharing strategies with receiving schools to ensure smooth transitions
- tackling incidents as they arise, including online incidents
- using interventions and specific resources such as those for our emotions group

Some staff members are trained in the 'Team Teach' approach

### **Support specific behaviours**

Information for supporting specific behaviours at Nursery can be found in Appendix 3

### **We provide:**

- a clear well organised environment where children can self-access resources
- a structured timetable, which allows children to feel secure
- role models for children and families
- time for a dialogue & information about strategies for behaviour management so strategies can be agreed, and Nursery and families can work together
- signposting for parents e.g. reading materials, courses and access to other professionals (See our Nursery leaflet- Positive Reinforcement and Behaviour)
- a consistent approach in our management of behaviour
- clear individual programme, where appropriate, to address specific behaviour
- staff who undertake training
- policy and procedure which are reviewed annually
- a variety of strategies to support behaviour e.g. timers to support turn taking

### **Considering concerns**

In the Early Years observing children is key for assessment. The following questions must be taken into careful consideration as children below the age of 5 are still developing. Important information regarding behaviours can be gathered such as:

1. When does it happen?
2. How often does it happen?
3. How do people respond when it happens?
4. When does the child not behave like this?
5. What is the child trying to communicate?
6. Have I discussed this with the parents/carers/Head teacher?
7. Have I got the full picture whether/when this happens at home?
8. Have we agreed on behaviour strategies, which are consistent amongst staff?
9. Have we agreed ways forward?
10. Are there child protection concerns?

### **Recording**

- It may be necessary to use physical intervention procedures i.e. holding- in an emergency to prevent injury to themselves or others or serious damage to property. See positive handling policy & serious incident reporting form
- If a child is reported to have difficulties managing their behaviour over a period, a behaviour log is set up, documenting the date, time and details of the incident. The log records the antecedents, the behaviour and the consequences, these are shared with parents
- Behaviour logs are analysed to explore possible triggers for unwanted behaviour so that appropriate support can be put into place, such as targets on a SEND support plan
- Positive handling plans will be written for those child who require it

### **Positive Handling**

See Positive Handling Policy

### **Conclusion**

We believe the implementation of this policy will best support positive behaviour

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## **Appendix 1- Implementation**

We help children look after themselves by:

- Helping them to recognise their feelings and express themselves in an acceptable way
- Encouraging them to ask for help from peers as well as adults
- Encouraging their attempts and to planning for their interests
- Praising them: focusing on the positive things they do
- Building their independence through self-help skills
- Encouraging them to see the good in others
- Helping them learn the adults' names and who to talk to help them feel safe

We help children to care about others by:

- Modelling appropriate behaviour
- Working on and reinforcing the understanding of feelings, e.g. in circle time
- Naming and making feelings clear; reflecting back to children
- Being aware of the power of language, i.e. not being confrontational or negative
- Boosting self-esteem
- Giving time to listen and help acknowledging their responses sensitively
- Keeping calm
- Using conflict resolution
- Learning to share & take turns
- Understanding 'Kind hands, kind feet (kind mouths)'

We help children to be polite by:

- Saying "Good morning", "Please" and "Thank you" (we model behaviours we want them to copy)
- Giving children clear messages and setting an example
- Talking one at a time: listening to each other without interrupting when someone is already speaking
- Encouraging children to wait their turn

We ask children to look after equipment by:

- Modelling how to look after the equipment
- Encouraging children to use equipment appropriately
- Teaching them about health and safety
- Washing the bikes, toys etc.
- Reminding them to tell us about breakages

We help children to care about the environment by:

- Making it as attractive as possible
- Tidying up together
- Displaying children's work
- Providing labelled storage
- Looking after plants
- Explaining proper care and use of areas (creative area, home corner, sand pit etc)
- Noticing, acknowledging and praising 'careful handling'
- Sharing responsibility
- Learning about nature (including Forest School)

## Appendix 2-Intervention techniques/ Strategies

**Active listening:** Sometimes listening to what the child has to say and exploring and acknowledging their feelings through the use of reflective response can help a child to feel that:

- Someone else acknowledges the reality of their feelings
- They are not alone
- Someone cares

Sometimes this can be enough for a child to stay in control.

**Affection:** If a child's behaviour is motivated by fear, anxiety or uncertainty, a big injection of affection – verbal or physical – can help head off inappropriate behaviour. Children do not always appreciate the care that is provided for them and need additional affection to understand how much the adults really care for them.

**Backing away:** This is not the same as backing down. You are giving the child time to calm down before you discuss the situation with them. Staying and continuing to challenge someone who is already angry is likely to make the situation worse.

**Conflict Resolution:** Adults will follow the six steps of conflict resolution to solve issues such as taking another child's toy, not sharing etc. This allows children to problem solve themselves with some adult support.

The 6 Steps of Conflict Resolution are:

1. **Stop** any hurtful actions & approach calmly
2. **Talk** to each child about their feelings
3. **Offer** help by gathering information
4. **Neutralize** the problem by restating it
5. **Everyone** shares their ideas and let the children decide on a solution
6. **Support** and follow up with the children

**Directive statement/direct appeal:** A clear instruction to the child to stop certain behaviours or start something else.

**Hurdle help:** Where the child is stuck, providing assistance can help overcome feelings of failure or inadequacy.

**Interpretation and interference:** Verbalise what has happened and ask the child if there was another way that they could have acted. For example, "It looked like you were really upset before you hit *Johnny* – was there another way you could have let him know how upset you were?"

**Involvement and interest:** Adults becoming involved in a situation can diffuse things.

**Planned ignoring:** By not giving the attention to minor, harmless, attention-seeking behaviour, these behaviours are likely to die out. Remember, it is equally important to praise appropriate behaviour.

**Prompting:** Gentle reminders to a child of what they need to stop doing or prepare for, can help the child to adjust to a change. This can be verbal or sensory input. (Avoid 'nagging').

**Providing a neutral, safe space:** Sometimes a child will be encouraged to a neutral, safe space, where they are given something to calm down e.g. comforter/ book. The adult will then talk to them about the behaviour once they are calm. A designated space in each class will be signposted via a poster.

**Proximity:** Sometimes an adult quietly heading in the general direction of what is going on can be enough to encourage children to do something else.

**Redirecting/distracting:** Trying to refocus the child away from what they are doing now, on to something else as a way of avoiding trouble.

**Structuring the environment:** Where we choose to speak to the child and whether we sit or stand can communicate the nature of the discussion, and may help the child to modify their own behaviour, for example, warm and friendly or cold and business-like, moving to child's level or standing over them

### **Appendix 3- Ideas to support with specific incidents**

#### **Behaviour Which Causes Safety Issues**

Strategies to use:

- Gain child's attention immediately to stop behaviour i.e. stop sign, word 'stop' spoken firmly, hand gesture
- Allow time to calm down if necessary
- Explain why behaviour is dangerous and consequences
- Ask child to think about alternatives/ give alternatives
- If appropriate, ask how to make injured party feel better, verbally or non-verbally
- Supplying a blanket cover if the child wants one
- Using quiet 'safe' spaces e.g. story room

#### **Biting**

Biting is reasonably common in toddlers up to two and a half years old, but it is a behaviour that causes lots of concerns amongst adults and needs to be discouraged. It is important to try to understand why the child is biting and teach alternative solutions. Strategies to use:

- Try to divert or distract the child if you think that they are going to bite (i.e. Jon come and play with the trucks)
- Saying 'ouch, it hurts' with an appropriate facial expression
- Encouraging the child to help looking after the hurt child
- Saying 'stop' firmly with an accompanying hand signal
- Regular input on using 'kind hands, kind feet, kind mouths'
- Some children might need alternative things to bite on- especially if they are teething
- Use resources to look at what mouths are used for (laughing, smiling, kissing) and look at mouth shapes in the mirror
- Praise the child when they are using their mouth to do the right thing.

#### **Derogatory Remarks**

We have a zero-tolerance attitude to these. Strategies to use:

- Say we do not allow people to talk about others in that way - explain words can hurt
- Try to establish where children have heard these comments
- Talk to parents/ carers about child's behaviour and explain lack of tolerance

#### **Destroying Other Children's Activities**

Children will in the course of play knock over a tower or make a mark on a piece of paper, this can cause understandable frustrations for other children, especially when proud of what they have been doing. Strategies to use:

- Assess what has happened and why
- Explain the other child is upset and why
- Ask how they might feel (if appropriate)

-Ask how they can help the other person to feel better, e.g. (say sorry, get tissue, help rebuild etc.)

### **Hitting, Kicking, Pinching or Scratching/ Aggression**

Many children display these behaviours- directed to peers and adults. These behaviours can cause strong feelings amongst the adults who have to deal with them including annoyance, frustration, anger, embarrassment and upset. These feelings are normal. Strategies to use:

- Establish and teach clear group rules, e.g.: 'kind hands, kind feet'
- Lead small group activities focused around being kind
- Model language of sharing
- Regular reinforcement of positive behaviours (praise, attention etc)
- Sensitive intervention leading to redirection and finding alternative forms of expressing aggression; Try distracting and diverting the child- intervene early.
- Provide activities where children can express their feelings (puppets, animals, circle time, quiet areas)
- Reconciliation

### **Inappropriate Language/ Swearing**

When toddlers swear or use bad language they are usually copying someone they might have heard elsewhere. They do not usually understand what the words mean but may have noticed the reactions that they get when using them. The more attention they get for using these words, the more likely they will continue using them. Strategies to use:

- Use judgement to ignore or challenge; Selective deafness and the occasional "We don't use those words here."
- Ensure the same strategy is used at home at the same time. Maybe both parties can choose to ignore inappropriate language for a week- but give lots of attention for an agreed alternative behaviour.
- Offer the child alternative words they can use to express themselves.
- Counsel aggrieved party

### **Misuse of Materials**

- Stop behaviour
- Ask child to think about consequences of behaviour
- Back up with explanation if necessary
- Work alongside child to model behaviour
- Direct child to another activity if appropriate

### **Non-compliant Behaviours/ Refusal**

It can be very frustrating when a child refuses to do what is expected of them. Some children are so excited by all the activities around them that they find it difficult to stop. Others are not quite used to doing as asked by an adult. Staff need to decide how important their request is and decide what 'battles' they are going to have, and which are best left. Strategies when children refuse to follow instructions:

- Give plenty of warning of change- sand timers or visual timetables
- Use now... next
- Choose activities that they like to build up a habit of compliance.
- Shorten the length of time of an activity.
- Make sure that the activity is appropriate
- Give lots of positive attention when child participates in adult- led tasks.
- Staff will give the child clear instructions as to the expected behaviour
- If the child refuses to comply i.e. remains outside, leaves the group etc., the adult should alert an additional member of staff who should oversee the situation and ensure the safety of the child

### **Tantrums**

Tantrums are normal part of development for most children between the ages of 18 months to 3 years. Children want things and get very frustrated if they are not given what they want immediately. This often results in them throwing themselves on the floor, kicking, screaming and banging their heads in the hope that this will get them their own way. If adults give children what they want when they have a tantrum, then the children quickly learn that this approach is effective. Strategies to use:

- Diversion/ distraction- if the tantrum can be spotted early.
- Swapping with another adult- a fresh approach.
- Ignore the tantrum until it is over, and the child has calmed down. Keep reassuring them.
- Provide a special place where the child can go and calm down or a special toy to hold and cuddle.
- Teach the child words they can use to express their feelings and encourage them to use them.
- Physical intervention should only be used when there is a risk of damage to the child, other children or property.

### **Weapons**

Staff will monitor weapon and combat play. Staff will use their discretion to channel/intervene to ensure play is safe for all children and is non-intimidating.





## **Westfield Nursery School Anti-Bullying Policy**

### **Philosophy**

By law, head teachers must include prevention of all forms of bullying in their school's behaviour policy (Education Inspections Act 2006).

### **Aims**

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. All pupils and staff have the right to feel happy, safe and included.

We aim to create and maintain a safe environment where adults and children alike are treated with, and treat each other, with respect. We aim to prevent bullying through a variety of strategies, such as clearly defined expectations of behaviour, an atmosphere where children and adults feel they are listened to and valued, and an on-going emphasis to PSE development to encourage children and adults to be sensitive and considerate to others and feel confident and positive about themselves. Children are encouraged to care for others and tell an adult even if it happening to someone else.

### **Bullying**

Bullying is defined as deliberately hurtful behaviour repeated over a period of time, where it is difficult for those being bullied to defend themselves. A simple easy to remember definition of bullying is:

**Several  
Times  
On  
Purpose**

The three main types of bullying are:

- Physical (for example, hitting, kicking, theft)
- Verbal (for example, name calling, racist remarks,)
- Indirect (spreading rumours, excluding someone)

Some forms of bullying are attacks not only on the individual but also on the group to which he or she may belong. Such as

- Bullying relating to race, religion and culture
- Sexual and sexist bullying
- The use of homophobic language
- Bullying of pupils who have special educational needs or disabilities

### **Guidelines**

Circle time, stories and discussions are used to promote friendship and to consider feelings. Children are encouraged to let others play and, if they are lonely, to ask to play with someone or tell an adult, who will support them in their endeavour to find someone to play with. Children are acknowledged for being considerate to others. Racist, sexist or homophobic remarks made by children or adults will not be tolerated.

Staff have been trained in conflict resolution and use conflicts as an opportunity to assist children in acknowledging their emotions, expressing themselves calmly and listening to the viewpoint of others.

Happiness and wellbeing are taken seriously, and children are encouraged to express how they feel to an adult. Adults are observant as to friendships, loneliness, and children's personal social and emotional skills and use strategies to help children make friends and relate to others positively. We welcome comments from children and parents/carers about how their children feel about coming to nursery and take any concerns seriously, investigating if necessary, sharing the information with others if necessary and giving feedback to parents/ carers as appropriate. Parent/carer and staff interactions are recorded.

'Anti-Bullying' week which we call friendship week (day) will be used as a focus and celebration of working together.

At Nursery age most 'unkind' or 'anti-social' incidents are NOT bullying but simply a child who has not yet learned to share, take turns or to express his/her needs appropriately. This may be particularly true of very young children, children with SEND, children with speech, language and communication difficulties and children for whom English is an additional language.

As such these types of incidents are dealt with in a 'low key' way as appropriate. Through conflict resolution children are encouraged to acknowledge how they feel and to express their views. With adult support they are encouraged to think of an appropriate resolution. Adults support the children through modelling appropriate language and behaviour.

Children and parents/carers should encourage pupils who have been bullied or have seen others being bullied to report this to a member of staff.

Where bullying is reported the incident is:

- Taken seriously
- Investigated, and feedback given to the informant when the matter has been investigated
- Discussed with staff as appropriate to ensure a proper investigation and prevention of further possible bullying
- Is reported to the Headteacher
- Is recorded in the Incidents Logbook
- Parents/carers of children involved in bullying incidents will be notified

Strategies are agreed upon by the staff to help the child who is being bullied and the child who is bullying. These may include agreed individual responses to each, and more general activities to promote Personal, Social and Emotional Development such as circle time or small group time.

Pupils and parents/ carers can approach any member of staff to discuss their concerns and will be reassured that they were correct to voice their concerns and that the matter will be taken seriously. If, having voiced their concerns to a member of staff they feel unsatisfied with the response we ask that this be brought to the Headteacher's notice. If the Headteacher cannot resolve these concerns informally parents/ carers can raise their concerns through the school's Complaints Procedure, which can be found on the school's website.

### **Bullying of Staff**

Refer to Complaints Procedure.

As outlined in our policy for equal opportunities we believe everyone has the right to work in a safe environment free of discrimination, prejudice or stereotypes, where all members of the school community are respected as individuals, valued and listened to.

Whistle blowing – Adults should report any behaviour by colleagues that raises concerns to the Headteacher/Chair of Governors as appropriate. Whistle blowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion.

### **Evaluating our Policy**

We will evaluate our policy using the following measures:

- The number of incidents of bullying reported
- Scrutiny of recorded interactions between staff and parent/carer
- The comments made on parent/carer and pupil questionnaires
- Comments made about the nursery by parents/carers and other visitors
- Comments made by children to staff or through circle time discussions
- The perceived sense of well-being as observed on target child observation sheets and well-being tracking forms.

Reviewed: December 2023

To be reviewed December 2024



## **Westfield Nursery School Exclusion Policy**

### **Vision**

At Westfield Nursery we aim to deliver against our vision 'Inspired beginnings, outstanding futures'

Reference- Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion (September 2017)

### **Philosophy**

It is the general policy of the Nursery to consider exclusion of a child only as a last resort and one that should be avoided by all practical means. However, under certain circumstances, the exclusion of a child may be the only option open.

### **Reasons for exclusion**

Exclusion may be considered in one or more of the following circumstances:

- A child exhibits repeated violent and/or uncontrollable behaviour
- A child persistently directs abusive or threatening language towards another child
- The child through his/her behaviour is perceived to represent a physical risk to him/herself, to other children or to members of staff

### **Exclusion procedure**

Staff will initiate the following actions:

- Staff will implement the Behavioural Policy and Procedures
- If the behavioural problems persist the parents/ carers of the child will be consulted so that an action plan can be formulated
- Specialist advice, may be sought, via the Early Years Support Team; when a meeting with all relevant parties will be held to discuss the behavioural issues and to agree upon an action plan; Funding for 1-to-1 assistance for the child may be sought
- Staff will report progress to the child's parents/ carers
- Regular meetings will be held with all relevant parties to review success of the behaviour support plan
- If there is no improvement in the child's behaviour or the behaviour constitutes an immediate threat to another child or member of staff, the child may be excluded, in this instance a letter to the parents/carers will be sent informing them of Nursery decision to exclude the child

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