

Behaviour Policy



Introduction

Kingfisher Kindergarten aims to promote a nurturing and safe environment, where all members of the Nursery are valued for their individual contribution to the life of the Nursery. This is based on an ethos of mutual respect and trusting relationships. We encourage children to understand how their actions impact upon others and, as a result, to behave towards others with understanding, kindness, politeness and respect. We believe that children flourish best when their Personal, Social and Emotional needs are met and where there are clear expectations for their behaviour. All children develop at their own individual pace, they learn about boundaries, the difference between right and wrong and to consider the views and feelings and the needs and rights of others, and the impact that their behaviour has on people, places and objects. The development of these skills requires persistent adult guidance to help encourage and model appropriate behaviours, and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions.

We aim to build a community where we can work and play happily and securely together so that every child is able to realise their full potential.

Code of Behaviour

Respect: We respect one another.

- We behave in a way which shows respect for other people, their opinions and their property.

Consideration: We show consideration for all members of our Nursery.

- Children move around the Nursery sensibly and are aware of the needs of others.

Supportive Community: We try to keep one another safe.

- The safety and welfare of all is one of our prime concerns, and forms the basis of our Code of Behaviour.

Health: We try to ensure the school is a healthy place.

- Children are encouraged to eat a healthy, have a balanced diet and to be physically active and have outside play (free-flow).

A range of rewards and ways of recognition are in place in our setting, such as Star of the Week, WOW Moments, Our Setting Bears Patch and Patience and Reward Charts to reinforce positive attitude. We also offer regular verbal praise for wanted and positive behaviour.

Throughout Kingfisher Kindergarten, we use a positive code of conduct. This ethos is revisited in group-times and throughout the day in the setting.

Be Kind and Gentle

At Kingfisher, we use kind hands

Treat Everyone the same

We include and treat everyone with respect

Look after our property with care

We take care of our toys and each other

We tidy Up

We tidy up after playing with our toys

We use our inside voices

Inside, we have listening ears and do not shout

We use our walking feet

Inside we use our walking feet to move around

Nursery Staff support children in thinking about this and we address unwanted behaviours using the agreed and consistently applied initial intervention approach. Our primary aim following any child not adhering to this ethos is for children to recognise where they have made a mistake, to apologise to anyone else who has been affected and to learn from the experience such that in a similar situation in the future the same mistake is not made again. If the unwanted behaviour does not re-occur or cause concern then normal monitoring will resume.

Positive programmes for the children

Patience and Patch the Bear

These are our teddy Bears that are given to one child each week who has shown good manners, kindness, being helpful and considerate to others. This is intended to encourage all children to think about their actions and strive to achieve their best.

WOW Moments

If any child has completed something outstanding, this can be anything from being able to put their own shoes to writing their name for the first time to clearing up the toys or riding a bike, that child will have a WOW moment card written and added to our WOW display board. We send a certificate home to the child and their parents to say how well they have done and how proud we are of them.

Reward Charts

Reward charts are offered to children to encourage good behaviour. This can be around toileting or trying something new and it encourages the child to develop, be independent and behaving positively.

Feelings/Emotion Awareness

At Kingfisher we have a designated 'Feelings' area with cushions, visual feelings pictures, books, a giant teddy called TED and a feelings bag which includes a squishy, soft toy and a book. When a child needs space, are upset or need to regulate their emotions or just have some quiet time, we will offer them the Feelings bag and encourage them to spend some time in the Feelings area. This is effective and important to help children self regulate their own emotions and to help encourage positive behaviour at the setting. We have a behaviour reward system in place that involves a special jar and coloured glass gems. Every time a child/children shown positive behaviour for example helpful at tidy up time, kind behaviour, good manners etc, they can choose a gem to place in the jar. Once the jar is full, they will all have a reward such as party games afternoon, a trip to the field for a picnic or a sticker.

Above all, the nurseries ethos and culture are essential in maintaining a positive learning environment, which aims to cultivate in children an acceptance and recognition of responsibility for their own decisions and actions, and for the consequences. The nursery recognises the importance of developing the children's own self-discipline as well as giving them responsibility appropriate to their age and maturity. Thus children learn to think for themselves and appreciate the code of behaviour which characterises a caring and purposeful nursery within which they can develop in integrity, self-confidence and consideration for others.

- 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
- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour
- We expect all members of our setting - children, parents, staff, volunteers to keep to the guidelines, requiring these to be applied consistently
- 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 records to help us to understand the cause and to decide jointly how to respond appropriately

Strategies with children who engage in inconsiderate behaviour

- 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.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- 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.
- We never send children out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group. However if necessary children can be accompanied and removed from the group in order to calm down and given one to one support and helped to reflect on what has happened.
- Children should never be labelled, criticised, humiliated.
- We never use physical punishment, such as smacking or shaking.
- Children are never threatened.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.

- 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 Nursery Manager and are recorded in the child's personal file. The child's parent is informed on the same day.
- 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.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Behaviours that result in concern for the child and or/others will be discussed between key person and SENCO. A further discussion will follow with the parents/carers and action a behaviour observation.

When conflict arises in the setting, the staff use the High Scope Resolution 6 Steps as follows:-

- 1) Approach calmly, stopping any hurtful action
- 2) Acknowledge children's feelings
- 3) Gather information ("what's the problem")
- 4) Re-state problem
- 5) Ask for ideas for solutions and choose one together
- 6) Be prepared to give follow up support

Rough and tumble play, hurtful behaviour and bullying

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.

- 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.

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.

- 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 wanted. 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."
- We help young children develop 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."
- We are aware 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.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- 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.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. 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 encourage talking about our emotions and feelings at group time, reading books on emotions and regularly visiting our Feelings corner.

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 the 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 in another.

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- we do not label children who bully as 'bullies';
- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
- We recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Biting

Biting is a common behaviour among children and can be a concern for parents/staff. Biting can often be painful and frightening for the child who has been bitten and also frightening for the child who bites.

Biting happens for different reasons with different children and under different circumstances. This is part of some children's development and can be triggered when they do not yet have the words to communicate their anger, frustration or need.

In the event of a biting incident:

- The child who has been bitten will be the priority and should be comforted and given reassurance.
- Once the child is calm staff will check for any visual mark.
- If there is a bite mark this needs to be washed and use an antiseptic wipe.
- If the skin has been broken and is bleeding this should be covered to stop infection.
- A member of staff should contact the parent/carer of the child immediately.
- You will need to advise parents/carers to contact their GP.
- Wherever possible the child who has bitten should have their behaviour managed by a member of staff. The child will be asked to say sorry.
- If a child continues to bite, observations will be carried out to try to distinguish a cause eg. SEN, Tiredness and frustration.
- Staff will need to talk to parents and action a behaviour plan.

This policy was reviewed by Kingfisher Kindergarten Ltd

Date to be reviewed

Annually

Signed on behalf of the provider

La-Ryne van der Westhuizen

Role of signatory

Owner