



# Behaviour for Learning Policy

<b>Based on Model Policy</b>	
<b>Review Body</b>	<b>Full Governing Body</b>
<b>Date Issued</b>	<b>June 2021</b>
<b>Review Frequency</b>	<b>Bi-Annually</b>

<b>Version</b>	<b>Date</b>	<b>Notes</b>
<b>1</b>	<b>September 2019</b>	
<b>2</b>	<b>June 2021</b>	

Ludwick Nursery School is committed to:

Safeguarding and promoting the welfare of children and young people and expects all staff, visitors and volunteers to share this commitment.

Eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

Promoting the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs: any school member or visitor expressing opinions contrary to fundamental British Values, including “extremist” views, will be actively challenged.

**Together we are building a better tomorrow**

**BEHAVIOUR FOR LEARNING POLICY**

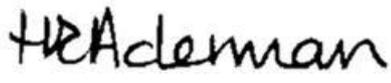
**Ludwick Nursery School  
Holwell Road, Welwyn Garden City, Hertfordshire. AL7 3RP.**

**Policy Review**

This policy will be reviewed in full bi-annually.

The policy was last reviewed and agreed by the Governing Body in June 2021.

It is due for review in June 2023.

Signature: 

Date: 30.06.2021

**Head Teacher**

Signature: S Murphy

Date: 02.07.2021

**Chair of Governors**

**Ludwick Nursery School**  
**Behaviour management /for learning policy**  
**POSITIVE ATTITUDES**  
**(Incorporating anti-bullying**  
**and physical intervention)**

**Statement of intent**

Our setting 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**

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the Early Years Foundation Stage for supporting personal, social and emotional development.

**Methods**

**All staff have responsibility for supporting children's personal, social and emotional development, including issues concerning behaviour.**

- We expect the Headteacher and teaching team across the school to:
  - keep her/himself up to date with legislation, research and thinking on promoting positive behaviour and responding to children's behaviour where it may require additional support;
  - access relevant sources of expertise on promoting positive behaviour.
  - ensure that all staff have relevant in-service training on promoting positive behaviour and keep a record of staff attendance at this training.
- We expect 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 as part of our induction process, and expect them to apply these consistently.
- We recognise that approaches for interacting with other people vary between cultures and require staff, students and volunteers to be aware of, and respect, those used by members of the setting.
- We work in partnership with children's parents and carers to address recurring and

inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

### **Strategies for supporting children**

- We expect everybody to listen to children.
  - We expect everybody to speak to children with a positive tone.
  - We support each child in developing a sense of belonging in our school, so that they feel valued and welcome.
  - We support each child in developing self-esteem, confidence and feelings of competence.
  - We support social skills through modelling behaviour, activities, drama and stories.
  - We praise and acknowledge and actively promote desirable behaviour such as kindness and willingness to share as a way of encouraging all children to develop these behaviours.
  - We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
  - We only pick up children in circumstances where deemed necessary e.g. to remove a child from danger.
  - We ensure that there are adequate toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing or waiting for turns.
  - We are aware that skills such as sharing and turn taking take time to develop.
  - We encourage children to find their voice, to inform staff about upsetting incidents and also to learn to say no.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- We recognise that some very young children may not have the necessary language or find dealing with their own emotions, such as fear, anger, distress, difficult to regulate. They may have tantrums, fight or bite and they require sensitive adults to help them deal with these emotions and resolve issues.
  - We recognise that some children engage in fantasy play that involves rough and tumble, superhero or weapon play. This type of play is normal for young children and is acceptable within limits. If this play becomes inconsiderate then appropriate adult intervention and support will be used.
  - We expect all staff, students and volunteers 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. We expect staff to teach internal discipline rather than use external discipline to control behaviour.

- ❖ These strategies should use language that focuses on the desired behaviour rather than the negative e.g. "Please remember to have kind and gentle hands when you are playing with your friends."
- ❖ Solutions may also include, acknowledgement of feelings "I can see that you are feeling cross and angry because you would like a turn with the car."
- ❖ Explanation as to what was not considerate, "I can see that you would like a turn but pushing is not kind and it hurts."
- ❖ Solutions to help resolve conflict and to gain control of feelings. "When you have calmed down/stopped crying you can ask for a turn offering a sand timer, saying 'can I have a turn now please?' or 'let's see if we can be friends and find another train and play together.'

• 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.

We take hurtful behaviour very seriously. In cases of serious misbehaviour, such as racial or other abuse, or intentional aggressive and hurtful behaviour, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.

• Aggressive incidents will be logged in the 'School Incident Folder' and all parents will be informed of the circumstances of what has occurred.

• We will make every effort to discuss with parents any incidents that occur on the same day and to work together with them to address any issues to try and prevent incidents such as this reoccurring.

• Incidents of racial abuse or bullying will be logged in the 'School Incident Folder'.

• We work in partnership with children's parents to address reoccurring inconsiderate behaviour. Parents are regularly informed by the nursery teacher or child's key person about all aspects of their children's behaviour. We use observations and analyse behaviour to understand the cause. We use ABCC charts (Antecedent, Behaviour, Consequence, and Communication) to record this. We are consistent in our approach and with the appropriate response. This may include involving other professionals from other agencies and implementing individual learning plans, individual risk reduction plans or risk assessment management plans.

• Staff use professional knowledge and judgement in situations involving physical contact with children. Working with such young children means that physical contact can occur in a variety of circumstances e.g. comforting a distressed child, holding a hand on a walk, giving a child a 'side on' cuddle as a means of praise.

- We will respond to children's individual needs and offer comfort when needed, this can be in the form of a cuddle or hug or offering support as a primary carer would give.
- Staff support behaviour for learning with a therapeutic approach and follow the statements from Hertfordshire's '**Model Restrictive Physical Intervention Policy for Schools**'

## 1. Physical Intervention

Positive Handling techniques will be used in all situations requiring physical restraint or intervention by staff. Hertfordshire Steps training techniques will always be applied in the first instance.

Physical intervention/restraint may be needed in serious circumstances e.g.:

1. to prevent a child injuring himself or others
2. to stop a child causing serious damage

The Headteacher and Senior Leadership Team may be authorised to use physical restraint in some form. Training is given at appropriate levels and staff are reminded not to put themselves in danger.

Physical contact is never a punishment. The intervention is necessary as an act of care and control. The degree of force must be in proportion to its consequences; depending on age and circumstances. Every effort should be made to secure the presence of another member of staff and confrontation and escalation should be avoided (staff may be required to demonstrate that their intervention was reasonable and proportionate).

A professional witness will be in attendance at all times.

### ACCEPTABLE FORMS OF INTERVENTION AT LUDWICK NURSERY SCHOOL

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- \_ to comfort a pupil in distress (so long as this is appropriate to their age);
- \_ to gently direct a pupil;
- \_ for curricular reasons (for example in PE, Drama etc);
- \_ in an emergency to avert danger to the pupil or pupils;
- \_ in rare circumstances, when Restrictive Physical Intervention is warranted.
- \_ In all situations where physical contact between staff and pupils takes place, staff

must consider the following:

- \_ the pupil's age and level of understanding;
- \_ the pupil's individual characteristics and history;
- \_ the location where the contact takes place (it should not take place in private without others present).

Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the participants neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints.

It will not become a habit between a member of staff and a particular pupil. [Should a pupil appear to enjoy physical contact this must not be sought via Restrictive Physical Intervention.]

• We use physical restraint, such as holding, only to prevent physical injury to the child themselves, other 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 the Head and are recorded in the 'School Incident Folder'. The child's parents are informed, wherever possible, on the same day.

• Regular monitoring of the 'School Incident Folder' enables us to address repeated actions before they develop into regular patterns of inappropriate behaviour.

• Serious behaviour management issues, and how these have been dealt with, will be reported to the Governing Body within the termly Headteacher's report.

• Permanent exclusion will only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision to exclude a pupil must be lawful, reasonable and fair.

• Should parents or carers be unhappy with any aspect of Ludwick Nursery School Centre's behaviour management procedure they should discuss the problem with their Key Worker in the first instance. Anyone who feels unable to talk to their Key Worker or is not satisfied with their comments should ask to speak to the Headteacher. In the event of a formal complaint parents/carers should follow the procedure in the 'Complaints Policy'.

### **Children under three or those with developmental delay?**

- When children under three, or those with developmental delay, 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 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 are 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.

### **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. Verbal children will also respond to cuddling to calm them down, but we offer them 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 experienced. 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? It made you feel angry, didn't it, and you hit him'.
- 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. All staff are aware of the main reasons for very young children to engage in excessive hurtful behaviour.

## **Bullying**

At Ludwick Nursery School we define bullying as repeated patterns of behaviour intending to hurt someone either physically or emotionally.

Nursery age children are usually very accepting of individual differences. Therefore they do not usually bully another child. On the other hand, social skills are only just developing and children need to learn to solve problems verbally using appropriate language. This setting has zero tolerance of violence or verbal aggression. All children need to feel safe in the setting

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 to another. This could be in the form of physical abuse, name calling or making threats.

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.
- any incidents of bullying will be recorded in the log and reported to the LA in the annual return.

### **Behaviour guidelines and strategies used at Ludwick Nursery School**

Use your kind words- kicking is for footballs, biting is for food etc

We walk inside, running is for outside

Quiet voices are for inside- Loud voices are for outside

Stop, look and listen before you...

Put everything back when you have finished with it

We all need to feel safe at nursery

### **Annex**

ABCC proforma

individual risk reduction plans or risk assessment management plans

root and shoots