



Ollie's Trust

Nursery, Breakfast & After School Club

C/o Goosnargh Oliverson's CE Primary School, Goosnargh Lane, Goosnargh, Preston PR3 2BN

Telephone 01772 866415 between 7:45am and 6:00pm

website : www.olliestrust.co.uk

Equality of Opportunity

Achieving Positive Behaviour

Policy statement

Here at Ollie's we believe 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.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

Procedures

- At Ollie's the team as a whole would support each child's personal social and emotional development including promoting positive behaviour.
- As a team, staff will distinguish between 'disengaged' (may indicated boredom, unsettled or unhappy, with sensitive interventions, staff can re-focus a child), 'disruptive' (a behaviour that prevents others from enjoying themselves, staff will collectively discuss incidents and agree on a way best to deal with the individual situation) and 'unacceptable' (non-negotiable actions maybe including discriminatory remarks, violence, bullying or destructions, staff will be clear that consequences will

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follow from such behaviour, including the first instance, temporarily removing the child from the situation.) behaviour.

- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of – and respect – those used by members of the setting. We require all staff, volunteers and students to model positive behaviour by treating children, parents and one another with friendliness, care and courtesy and would always familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour. We expect all members of Ollie's – children, parents, staff, volunteers and students – 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 observation records to help us to understand the cause and to decide jointly how to respond appropriately.
- We have strategies in place to promote positive behaviour including:
- 5 busy bee rules – Be gentle, Be honest, Be hardworking, Be good at listening and Be kind and helpful.
- Stickers are awarded for positive behaviour to promote the child's self-esteem and confidence.
- Busy bee charts - each child has a reward chart where they can earn busy bee stamps. When they have 10 stamps they receive a prize from the magic box!
- Celebration assembly – each week we join with school to give two children a certificate, one wonderful worker and one super citizen. Parents are welcome to come to assembly to see their child receive their award!
- After school club are rewarded for positive behaviour through team points that are counted into the weekly totals in school!
- Staff discuss incidents as a team to identify causes and be able to act upon their findings to promote positive behaviours.

Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for handling an 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 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 considerate behaviour. At Ollie's we try to intervene and re-focus the child before the negative behaviour occurs.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to copy more appropriately. Each child is given an opportunity to explain their actions and we would then ask that they apologise and staff will explain to the child why the behaviour was negative.
- Details of serious events (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our manager or deputy manager and are recorded in the Incident book. The child's parent is informed on the same day.

Children under three years

- When children under three 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 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 when dealing with these emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we trust to find out the underlying cause, such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.
- Each child has a keyworker and it is their responsibility to work with the parents to enable the child to feel safe and secure within the setting.

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 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 always try to explain to the child what they have done this negative, we then model positive behaviour and praise positive behaviour. 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 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 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 use circle time and stories to help children to understand about feelings and how actions can sometimes hurt others. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.

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 practice and reflect upon this;
- 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 circumstances 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;
- 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.

Others useful Pre-school Learning Alliance publications

- The social Child (2007)
- Date Policy was written and agreed by all staff:
- Signed:
- Position: