



**KEREM HOUSE
BEHAVIOUR POLICY
Updated August 2006**

Statement of Intent

The Kerem House behaviour management policy is underpinned by Torah values of respect, care and concern for others. We believe that children flourish best when their personal, social and emotional needs are met, where there are clear and developmentally appropriate expectations for their behaviour and when we work in partnership with parents.

Aim

We aim to teach children to behave in socially acceptable ways and to understand the rights of others. In order to do this all members of the school community need to work together.

Staff and Governors	Children	Parents
To lead by example	To support and care for each other	To be aware of the school's values and expectations
To be consistent in dealing with children	To respect each other's property and play	To support the values and expectations of the school
To encourage the aims and values of the school among the children	To listen to others and respect their opinions	To ensure that children arrive on time each day and are collected at the correct time
To have high expectations of the children	To take responsibility for their own actions and behaviour within their developmental stage	To keep children at home when they are ill
To meet the developmental, educational, social and behavioural needs of the children	To do as instructed by all members of staff (teaching and non-teaching)	To provide the school with a written explanation of the reason for any absence
To provide an appropriate curriculum		To provide the school with emergency contact numbers

Code of Conduct

All members of the school community are expected to adhere to the following.

- Consideration, courtesy and sensitivity in inter-personal relations. This is particularly emphasised in the polite way children and adults talk and listen.
- Respect and care for each other means that co-operative and pleasant behaviour is expected throughout the day. Offensive behaviour, including rudeness, bullying or teasing is unacceptable.
- Physical contact, which causes harm, such as biting, pinching, smacking, pushing or fighting is not allowed
- Everyone is expected to move around the building and in classrooms in an orderly manner and sit when eating and drinking.
- Respect for the environment includes care for individual's property and resources within the nursery as well as the building and grounds.
- Ensuring that only kosher food, either certified as kosher or listed as approved in the United Synagogue Kashrut Guide, and nut free food is brought into the premises.

Methods

We have a named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. This is the Head Teacher.

The named person is required to

- keep herself up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support
- access relevant sources of expertise on promoting positive behaviour
- ensure that staff have relevant training on promoting positive behaviour and keep a record of attendance at this training.

We recognise that codes of interacting with other people vary between cultures and require staff to respect the diversity within the members of the setting.

We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by the class teacher. 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.

Strategies with children who engage in inappropriate behaviour

- We require all staff to use positive strategies for handling any inappropriate 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 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.
- 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 do not use language, which takes away the child's self esteem or labels them eg. Naughty, silly.
- We refer to the action rather than the child.
- 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 outcome of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves, as a punishment.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We remove them gently from the area of conflict.
- 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.
- 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.

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 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 behaviour 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.

Aggression in Fantasy play

- Young children often engage in play that has aggressive themes - such as superhero and weapon play; but this 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 ensure that the play has agreed boundaries to ensure acceptable behaviour and that children are not physically or emotionally hurt.
- We use these opportunities to explore concepts of right and wrong, encourage empathy 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.
- We will calm them down and offer them explanations 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 planning 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.
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.