



Chelsea Open Air Nursery School

**How We Work and Play at Chelsea Open Air**

**Behaviour Management Policy**

The policy above will be monitored and evaluated following the policy cycle at  
Chelsea Open Air

Date of establishment: 2018

Date of Last Review: 2021

Date of next Review: 2024

Approved by Governors on:

Signed on behalf of Chelsea Open Air Nursery School: \_\_\_\_\_

Signed on behalf of the Governing Body: \_\_\_\_\_

How we Work and Play at COA  
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**Introduction:**

In order to uphold the ethos and aims of COA, we believe that a consistently clear and positive yet individually sensitive, compassionate approach to co-operative behaviour is essential. This policy is applicable to us all, whether adult or child, parent, carer, governor or visitor. Thus it is a whole school approach. This should be a working document to be used to help and guide us all. We review this policy with particular regard to anti-bullying and like all policies we use a whole community approach of prevention by involving others, sharing understanding and agreeing actions.

**We expect the following from children and adults:**

- We aim to treat people with dignity, fairness, respect, sensitivity, care, generosity, kindness, courtesy and friendliness.
- We value the contribution that each individual brings to COA and each person's role at COA.
- We offer professional support, empathy, encouragement and enthusiasm. We have high expectations, rigorous standards and provide opportunities for everyone to develop feelings of self-worth and self-motivation in order to ensure positive learning and care.
- We use preventative and flexible strategies to manage behaviour. E.g. praising others who are behaving appropriately, being very observant and proactive with negative behaviours.

**We foster and encourage these attitudes by:-**

- Encouraging everyone to provide positive role-models to one another e.g. gender, race, age, abilities, socio-economic status, culture, religion.
- Encouraging verbal assertiveness in an appropriate manner and where possible for individuals to resolve their own difficulties verbally. E.g. "Stop it, I don't like it, because..." not physically retaliating whilst offering support appropriate to the circumstances. These are often modelled in story and key group times.
- Encouraging individuals to seek out appropriate support from someone they trust in order to
  - Advise someone such as a parent, staff member or a friend
  - Resolve difficulties
  - Complete tasks and activities
  - Feel happy and confident
  - Fulfil their potential
- Encouraging everyone to listen to each other, trust and carry out reasonable requests to support them.
- Teaching children and adults strategies to recognise and deal with bullying by:
  - expressing disapproval
  - supporting the victim appropriately
  - reporting the incident to an adult/senior leader

-discussing how certain behaviours impact on others

- Encouraging parents and carers to talk with staff about their concerns not to try to resolve matters themselves.
- Providing appropriate support for the bully/aggressor with positive behaviours, role-models etc.
- Demonstrating respect and value for:
  - Each other
  - Visitors and the community
  - The environment
  - Equipment and resources
- Encouraging everyone to play and learn to the best of their ability and beyond.
- Encouraging and enabling children to identify and manage their emotions
- Regular reviewing to establish the success of the policy and its practice.

### **Self-regulation and Executive function**

Executive function includes the child's ability to:

- hold information in mind
- focus their attention
- think flexibly
- inhibit impulsive behaviour.

These abilities contribute to the child's growing ability to self-regulate:

- concentrate their thinking
- plan what to do next
- monitor what they are doing and adapt
- regulate strong feelings
- be patient for what they want
- bounce back when things get difficult.

Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.

As a school we support children to regulate their emotions and behaviours in a range of ways, for example:

- Role modelling positive behaviours and attitudes
- Enable children to identify and communicate through talk and or symbols their own emotions through circle times, informal conversations, stories and role play
- Intervention Groups such as- Nurture, Forest School and Philosophy
- Activities such as Yoga and mindfulness that promote well being
- Providing a safe environment for children to challenge themselves and try new things
- Creating a culture where it is ok if things don't go to plan or we don't get things right
- Helping children to develop their self-esteem and self worth

### **Useful strategies to further improve behaviour and provide positive support**

- Positive verbal and non-verbal (e.g. body language, signing, social stories, puppets, props etc, eye-contact, smiling) reinforcement of positive behaviours highlighting these actions.

- Talking to parents and carers about these positive behaviours and recording them in profiles, newsletters, governors' reports etc and making links with outside professionals.
- Talking with parents and carers about strategies to deal with negative behaviours building a partnership of working together.
- Encouraging a culture of reporting facts rather than telling tales.
- Displaying individual achievements and encouraging everyone to do likewise
- Rewards and encouragement as well as firmness and sanctions when appropriate. E.g. certificates for positive behaviours, caring, sharing, learning and teaching.
- Meeting together to share achievements, learning priorities and future targets for development e.g.
  - Induction procedures
  - Gathering
  - Performance Management interviews
  - Keyworker/parent meetings
  - Joint Family School consultations
  - Staff and planning meetings
  - Special events and open days
  - Achievements and Learning Priorities meetings
- Use of circle time games and activities such as Nurture Group.
- Developing emotional regulation strategies through activities such as yoga and mindfulness
- Use buddying to emphasise peer support
- Involving parents and carers when there are concerns from an early stage and listening carefully and respectfully to their views, in turn expecting this to be modelled by them as this has been found to be very effective in deterring bullying.
- Drawing attention to positive outcomes by sharing and celebrating with others.

#### **Factors for consideration:**

- The range and balance of activities on offer inside and out. Sometimes less is more.
- The careful consideration of staff being proactive rather than reactive.
- The differentiation available in each activity.
- The range and quality of resources for the numbers of children.
- The access children have to the resources in terms of their own needs.
- The support for the children's well-being at the beginning, middle and endings of daily routines particularly tidy up time.
- Environmental factors such as weather.
- Expeditions and visitors to provide specific support, challenge and stimulation
- Providing empathy and emotional support in challenging circumstances.

#### **Strategies to help address less positive behaviours:**

##### **Children**

- a) Talking assertively to explain the undesired behaviour and how it made us feel, or what its effects were.
- b) Discussing what can be done to rectify the situation.
- c) Discussing strategies or exercises that children can use to calm their emotions
- d) If previous strategies are unsuccessful, use one or more of the following depending on the circumstances
  - Trying to make things better for the child that was hurt or upset
  - Working with an adult with no choice of activity
  - Time out in classroom
  - Talking with parents
  - Certificates for positive learning and behaviour
  - Discussion by all individuals involved
  - Time out in Head's Office
  - Recording serious incidents e.g. damage to persons or property, prejudice, bullying, ganging up etc, on one of the incident forms kept in the Safeguarding File in the COA office
  - Consultation with outside professionals.

### **Adults**

- Follow points a, b, c and d in child strategies where relevant.
- Then consult with relevant individual in RBKC e.g. Personnel, School Services, and Advisory team regarding appropriate actions and or informal disciplinary procedures.

### **We do not accept conduct such as follows:-**

- Name calling
- Bullying
- Swearing with understanding
- Fighting and physical violence
- Spitting
- Teasing and ganging up
- Unkindness
- Taking things from others which do not belong to you
- Race, age, gender, ability and cultural stereotypes.
- Persistent lateness and lack of attendance.

As part of the Education and Inspections Act 2006 schools have powers to discipline children behaving badly. We are allowed if necessary to use the following in challenging circumstances:

- Restraining children using "reasonable force" who are violent towards others or property as described in our Respect and Caring for Children policy.
- Confiscating inappropriate items such as dangerous toys, food, mobile phones.

Bullying which can have a range of adverse effects can include a wide range of behaviours. These may be:

- Physically aggressive such as hitting, kicking, causing damage to property or belongings

- Verbally aggressive such as name calling, teasing, spreading rumours
- Indirectly by leaving someone out or ignoring them.

Any child or adult can be bullied. There are no fixed patterns which predict who will bully and who will not. It is often however carried out in a group context and is changed by group action and culture. We have established a whole community approach to raise awareness and understanding in order to prevent it happening in the early stages.

## Appendix 1

### **Staff member strategies to manage behaviour**

- Appropriate ignoring.
- Responding to others who are behaving appropriately.
- Praising those who are responding.
- Using appropriate diversionary tactics.
- Using a range of non-verbal gestures or signals e.g. beckoning.
- Using eye-to-eye contact.
- Using names/tone of voice.
- Using more emphatic gestures e.g. reach out and guide, pointing.
- Using a disappointed or quizzical look.
- Wandering over to a group/individual and quietly reminding them about standards expected.
- Quietly tapping a shoulder.
- Using messages "Talk about that later please".
- Using a distracting activity ending in silence e.g. Hands in the air.
- Taking individual quietly aside and talking quietly and directly.
- Finding a positive aspect to praise.
- Using mild surprise "Excuse me!" etc.
- Using hush signal but not sound.

### **Strategies to keep the flow of learning**

- Ensuring injured party is safe and that positive learning is regained as quickly as possible.
- Asking what could you do about this?
- "Catching" children being good.
- Saying briefly "Stop it I don't like it" "Not now" or "No thanks" you can learn/play better here but following as soon as possible.
- Verbal reminders of what you expect to be happening and saying "Thank you" as if you expect compliance.
- Offering gentle physical guidance "Go and sit down at that table".
- Reminding individuals about standards and giving a limited choice.
- Say name firmly.
- Involve other individuals to help the individual in difficulties.
- Use humour not sarcasm to maintain lightness.