

Keeping Children Safe: Promoting Positive Attitudes and Behaviour for Learning Policy



Normand Croft Community School

An International Family of Learners

Agreed and Adopted by SLT

Date: June 2021

Policy Revisions: November 2023

Next Review:

November 2024

Respect for Self, Respect for Others, Respect for Learning and Respect for our School

Governors' written statement of general principles to guide the Head Teacher in determining measures to promote good behavior.

1. The Education and Inspections Act 2006 requires Governors to make, and from time to time review, a written statement of general principles to guide the Head Teacher in determining measures to promote good behaviour. Practical application of these principles are the responsibility of the Head Teacher. This statement has been adopted by the Governing Body as a whole, following consultation with the Head Teacher, parents, students and staff.
2. At Normand Croft, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by shared values such as *honesty, respect, co-operation, happiness, responsibility, tolerance, understanding and peace* and they form a foundation upon which our school's 'safe and happy' ethos is built.
3. The purpose of the school's promoting positive attitudes and behaviour policy is:
 - a. to promote high standards of teaching and learning and high standards of achievement; and
 - b. to ensure a safe and happy school at the heart of the local community.
 - c. to support children (and whole school community) to stay safe; be healthy; enjoy & achieve; make a positive contribution; and achieve economic well-being.
4. The Governors expect any policy or actions to be in accordance with their responsibilities under equality legislation.
5. It is recognised that the application of rewards and sanctions must have regard to the individual situation and the individual student and the Head Teacher is expected to use his/her discretion in their use. Sanctions should however be applied fairly, consistently, proportionately and reasonably, taking into account context, mitigating circumstances, special educational needs, disability and the needs of vulnerable children, and offering support as necessary.
6. The purpose of sanctions is:
 - a. to promote positive behaviour that enables all children to learn and make progress;
 - b. to demonstrate that misbehaviour is not acceptable;
 - c. to express the concern of the school community; and

- d. to deter similar behaviour in the future.
7. The Governors expect children and parents/carers to cooperate to maintain an orderly climate for learning.
8. The Governors wish to emphasise that violence, threatening behaviour or abuse by children or parents/carers towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school's premises and, if the parent continues to cause nuisance or disturbance, he or she may be liable to prosecution.
9. The effectiveness of this statement in guiding the Head Teacher is kept under review by the Governing Body, with a formal review and re-adoption every three years. Any substantial changes to the principles will be consulted upon, as described above.
10. The aims that underpin the following Behaviour policy are:
 - a. To maintain a safe and happy school where learning opportunities are maximised and barriers to learning effectively addressed
 - b. To ensure that respect, praise, encouragement, understanding and reward are used effectively to promote achievement and foster supportive relationships for learning
 - c. To improve self-esteem and self-control
 - d. To promote a sense of care, respect and responsibility for ourselves, for others and for the school environment
 - e. To provide a clear and concise framework of expectations to enable learning and achievement
 - f. To discourage aggressive behaviour in any form
 - g. To increase our sense of belonging in the school community
 - h. To ensure fair treatment with an emphasis placed on reflection and reparation
 - i. To work in partnership, child, staff, home and external agencies to maximise every pupil chance to develop as a learner

Our Approach to Promoting Positive Behaviour and Attitudes to Learning

Be Safe, Be Kind, Be the Best You Can Be

1. This policy identifies the ways in which we support the right of children to be safe, and have access to high quality educational provision, through recognising and celebrating positive behaviour and attitudes that support learning and challenging those behaviours and attitudes that undermine children's progress and achievement. All staff will ensure this policy is reflected in their day to day practice.

This policy forms part of our suite of Keeping Children Safe policies and should be read in conjunction with the following Keeping Children Safe policies:

Safeguarding and Child Protection

Anti-Bullying

Mental Health and Well Being

Physical Interaction with Children.

It also takes into consideration the following DfE guidance:

Behaviour and discipline in schools: Advice for headteachers and school staff.

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

Charlie Taylor's good behaviour in schools checklist

<https://www.stem.org.uk/resources/elibrary/resource/36823/getting-simple-things-right-charlie-taylor%E2%80%99s-behaviour-checklists#&gid=undefined&pid=1>

Mental health and behaviour in schools

How schools can support pupils whose mental health problems manifest themselves in behaviour

https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2?utm_source=c290e6a9-4202-4cf5-b9cd-11d823b3d865&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

Exclusion from maintained schools, academies and pupil referral units in England

A guide for those with legal responsibilities in relation to exclusion

<https://www.gov.uk/government/publications/school-exclusion>

Use of reasonable force. Advice for headteachers, staff and governing bodies

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies updated 2018

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

2. Whole School Structure & Systems

- a. Normand Croft has a clear framework outlining the way we promote behaviour for learning and treat pupils, speak to them and the structure of rewards and consequences.

3. Shared Values Education

- b. Shared Values underpin our expectations of behaviour. The Shared Values ethos enables children *'to grow-up being the best person that they can possibly be'*. Staff and children identified the following three overarching behaviours, linked to our 6 shared values, we expect from all members of our school community:
 - i. Be safe (linked with Responsibility, Respect and Independence)
 - ii. Be kind (linked with Responsibility, Respect and Unity)
 - iii. Be the best you can be (linked with Excellence and Determination)

- c. Shared Values are taught explicitly through assemblies and lessons; implicitly through modelling and are displayed in every aspect of school life.

4. Whole school agreements based on Be Safe, Be Kind and Be the Best You Can Be

are displayed around school. In line with our shared values ethos, classes will agree their own age appropriate statements which will be displayed in their classrooms and referred to regularly.

All staff can reward pupils who display positive behaviour through praise, certificates, green ticks and shine points.

Excellence, Responsibility & Respect, Independence, Determination & Unity
We try to do our best and be our best every day even when no one is looking.
We listen carefully, avoid interrupting and track the speaker.
We look after our own and others' belongings.
We concentrate and use our own and others' time well.
We use calming down strategies.
We always have a go and persevere when things are difficult.
We use kind and friendly words.
We use our hands to be helpful and caring.
We are in the right place at the right time.
We always walk quietly and calmly around school.

5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

6. Acknowledging Positive Behaviour

- d. Classroom behaviour is managed through the use of the **green tick/traffic light** system. Each classroom or learning area must display the **green tick/ traffic light** system.
- e. Positive behaviours are recorded on the class **green tick** sheet
- f. Children with less than 5 green ticks do not get extra time and should spend the time identifying a personal behaviour target for the following week
- g. Children can earn **up to 15 minutes green tick time** – 1 teacher from each class must supervise green tick time.
- h. Any staff member can also give shine points to a class for following expectations, demonstrating shared values and achieving an agreed whole school target for the half term.

Promoting positive attitudes and behaviour for learning

- i. The shine points target is introduced at a special mentions assembly and each half term the class with the most shine points receives an agreed reward e.g. drinking hot chocolate in the staff room.
- j. Additional intrinsic rewards include:
 - i. Identifying and praising specific behaviours e.g. *I really liked the way you moved out of the way calmly, that was really helpful*
 - ii. Sharing their learning with another teacher
 - iii. Green ticks – earning up to 15 minutes free choice time
 - iv. Having a ‘star of the day’ & ‘star of the week’ where nominated children in each class have special responsibilities allocated for the day/week
 - v. Celebrating achievement and good practice via class and school assemblies, the weekly newsletter and the website
 - vi. Weekly special mentions to children for academic achievements
 - vii. Weekly nominations for 2 children each week for demonstrating our shared values
 - viii. Being chosen for additional activities
- k. We reward pupils for...

Positive behaviour	
We reward pupils for...	Positive classroom and playground behaviours pupils can demonstrate:
Demonstrating our shared values	<ul style="list-style-type: none"> • Wait for another to stop speaking before they do • Take turns and wait patiently for their turn • Sharing • Keeping hands and feet to themselves • Look after their own and others belongings • Being polite • Being honest • Treating other people kindly and with respect
Demonstrating a ‘growth mindset’	<ul style="list-style-type: none"> • Staying on task and persevering • Showing resilience
Pupil behaviours	<ul style="list-style-type: none"> • Entering the classroom in a calm and orderly way • Settling straight away • Managing feelings e.g. anger by using calming down strategies • Respecting and looking after our school equipment, playground and buildings • Listening to instructions • Following instructions • Using appropriate levels of sound and language when speaking to others • Walking around school • Walking without talking to and from assembly • Lining up calmly when the bell goes

Promoting positive attitudes and behaviour for learning

I. Strategies to motivate good behaviour

Teachers can:	Do this by:
Develop good relationships	<ul style="list-style-type: none"> • Pupils can show other staff members good work • Give time to talk through problems and investigate incidents • Value every child in the class equally • Show interest, make time • Catch them being good
Involve pupils in helping each other	<ul style="list-style-type: none"> • Talk partners • Co-operative feedback • Playground friends/buddies • Teach strategies for resolving conflict
Show respect and expect respect to be shown	<ul style="list-style-type: none"> • Being polite • Insisting on good manners • Value their efforts • Listen, be fair and be seen to be fair • Be consistent and do what you say (follow through)
Act in a calm manner and use positive language	<ul style="list-style-type: none"> • Model empathy • Use of 'chime time' • Take pupils away from stressful situations (use of the glitter bottle or calming down strategies) • Anticipate and prevent problems • Greet every pupil (when they come in, taking the register and saying goodbye) • Use positive instructions • Use descriptive and genuine praise • Use individual, quiet, close talk when a pupil needs redirecting • Avoid using a raised voice • Compliment pupils

7. Unacceptable Behaviour

Unacceptable Behaviour	
Example behaviour	Action
Level 1 & 2 Off task chatting Ignoring reasonable instructions. Answering back, rudeness or aggression. Making unkind remarks. Accidental swearing. Accidental physical contact damage to property. Rough play or play fighting	Follow the traffic light procedures Playtime incidents at this level are separate and do not have an impact on classroom traffic lights
Level 3	Immediate involvement of SLT/SENDCO

<p>Deliberate physical contact e.g. biting, spitting, hitting and kicking.</p> <p>Deliberate swearing.</p> <p>Racist comments.</p> <p>Deliberate damage to property</p> <p>Bullying (refer to Anti-bullying policy).</p>	<p>If in the playground – stay in time out if appropriate or send a child to request assistance</p> <p>If in class child sent to SLT/SENDSCO, if child refuses to go child/adult to request support.</p>
---	--

- a. If a child continues to make an inappropriate choice after receiving a verbal warning (refer to scripts) their name is written in the **green traffic light**.
- b. If a child continues to make inappropriate choices they move to the **amber traffic light** and spend 5 minutes at the time out space to reflect on and change their behaviour and they complete a reflection form in the next break time.
- c. If a child reaches the **red traffic light**:
- d. Child spends 10 minutes working in another class and then spends 10 minutes at lunchtime in the classroom or at the quiet table in the hall to complete a **red reflection** form. A Red Reflection Sheet must be completed by the child and then talked through with the sanctioning adult. The class teacher informs the parents of the child by giving them a Red Parent Letter or, if necessary by telephoning the parent directly. If necessary, the class teacher informs the parents of any victim(s) by letter.
- e. The class teachers (with support from the Admin team) will ensure that behaviour incidents are recorded on SIMS.
- f. All bullying, racist, and fighting incidents must be reported to a member of the SLT on the day they occur and recorded on SIMS.
- g. Persistent, low level behaviour from an individual also needs to be recorded as it may be necessary to analyse such incidents and adjust provision.
- h. After the sanction has been completed, the child has a 'fresh start' for the next session.
- i. If a child receives 5 Red Reflection Sheets in any week:
 - i. It is the responsibility of the class teacher to arrange to see parent(s) to discuss concerns about the child's behaviour.
 - ii. The class teacher completes and issues a class behaviour monitoring chart for an initial 1 week period.
 - iii. The class teacher reviews behaviour monitoring chart daily and at end of the week, where class teacher contacts parent and praises or explains next step.

Promoting positive attitudes and behaviour for learning

- iv. Persistent/repeated level 3 behaviour will trigger a range of interventions co-ordinated by the Inclusion Lead and a behaviour support plan may be put in place.
- v. Evidence of bullying will be referred to the SLT who will work closely with the perpetrator and the victim and their families to address the issue.
- vi. On the rare occasion when a serious physical assault occurs, the child will be immediately removed from the classroom/playground and the child's parent/carer will be asked to collect the child. A fixed term [normally one day] external exclusion will follow with a meeting in school prior to the child returning to class.

8. Positive relationships with parents/carers:

- a. Parental co-operation and support is essential when promoting positive behaviour. When a child is enrolled on the school parents will be asked to sign a home-school agreement which formalises expectations in regard of behaviour and attitudes to learning.
- b. Teachers/key staff will communicate with, and work closely with, parents/carers when dealing with behavioural issues. It is important that staff share positive news about a child's behaviour as well as any concerns.
- c. Aggressive, intimidating or abusive behaviour towards any member of staff will not be tolerated. If any parent/carer becomes agitated, staff will stop the meeting / communication and remove themselves from the situation.
- d. A member of the school management team will be notified of the incident immediately.
- e. A Reporting Form will be completed as soon as possible [within 24hours] and given to the Head Teacher. It will then be the Head Teacher's responsibility to support staff in resolution of the situation.

9. Fighting [see also Gun play/Superhero play policy]

- a. Fighting is not tolerated and all incidents are treated seriously.
- b. Children are taught to seek the help of an adult in the event that they cannot solve a problem themselves. They are told to '*walk away from trouble and tell an adult*'.
- c. All fights should be reported immediately to a senior manager, and must be logged on a Reporting Form.
- d. Fighting in class will lead to an immediate internal exclusion, for both parties involved.

- e. Fighting in the playground at break-times will lead to a withdrawal from the playground; a senior manager will request to meet with a parent before the child returns home.
- f. Children who persistently fight in the playground, or whose actions cause serious injury to self or others will result in an external exclusion.

10. Exclusions

- a. Where possible, prior to a fixed-term exclusion, teachers will have worked with colleagues to identify interventions and strategies in line with the behaviour policy aimed at supporting a child to regulate their behaviour and attitude towards learning. However, if a child is becoming habitually disruptive and is seriously undermining the learning of the other children and all de-escalation strategies have been exhausted, the school has a number of additional interventions at its disposal. Therefore, it is important that records are kept to support an evidence base. Exclusions in any category identified below may be considered but can only be sanctioned by the Head Teacher, or the Deputy Head Teacher acting on behalf of the Head Teacher.
- b. **Internal immediate exclusion** will be considered appropriate if a child demonstrates the following behaviours, including:
 - i. persistent refusal to follow adult requests, there in endangering the child's or other children's safety
 - ii. fighting, hitting, kicking punching other children or adults
 - iii. offensive or derogatory language against children or adults
 - iv. malicious damage or destruction of property
- c. **Internal planned / fixed-term exclusion** will be considered appropriate if a child continues to persistently and deliberately exhibits the behaviours described above.
- d. **Immediate / one day exclusion** will be considered appropriate if a child deliberately exhibits behaviours including:
 - i. seriously hurt another child or member of staff
 - ii. put themselves or others at risk of harm
 - iii. caused significant damage to the school environment.
- e. Up to **5-day fixed-term exclusion** will be considered appropriate if the child demonstrates persistent, deliberate, destructive or unsafe behaviour including all of the above.
- f. **Permanent Exclusion:** We are an inclusive school and would only consider permanent exclusion appropriate if a child has been supported with all interventions offered, and all other options have been exhausted. We would explore statutory assessment (if not already under way) and will aim to resolve the child's issues with the support of LA and relevant professionals.

11. The use of reasonable force to control or restrain pupils

- a. At Normand Croft we respect children's personal physical space and will only use restraint in extreme situations that would otherwise result in a child being placed at serious risk of being injured or physically harming others if the intervention does not take place.
- b. At these times adults must have witnesses to their actions and call for help when they see a potentially critical situation developing.
- c. All adults have a responsibility to avoid confrontational situations developing, and wherever possible should work to divert the child by other means.
- d. Further advice can be found in our **Physical interactions with children** policy.

10. Responding to behaviour from pupils with SEND

a. Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)

Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

The following, while not exclusive, are examples of approaches that may be used

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Training for staff in understanding conditions such as autism

- Use of break out spaces or sensory areas where pupils can regulate their emotions during a moment of sensory overload

b. 9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

Whether the pupil was unable to understand the rule or instruction?

Whether the pupil was unable to act differently at the time as a result of their SEND?

Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

c. 9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENDCo) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

d. 9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

12. Monitoring and Evaluation:

The SLT will monitor and evaluate the effectiveness of this policy and report to governors as part of the termly safeguarding report.

Appendix A

Children under 3 years

When children under three behave in inappropriate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.

We recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them to do this. Common inappropriate 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 promoting understanding

If tantrums, biting or fighting are frequent, we try to find out the underlying causes- such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and their behaviour may be the result of "separation anxiety"

We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

Appendix B

Biting

1. Biting is fairly, common amongst young children and it is one of the things that concerns adults the most. Evidence suggests that up to a quarter of all very young children will bite others at some stage. We understand this is a difficult situation for parents whether it is your child that has bitten or your child that has been responsible for biting.
2. Biting is often very painful and frightening for the child who is bitten. It can also be frightening for the child who bites, because it upsets the child and makes adults angry. Biting can make the child who bites feel very powerful because of the strong reaction that it brings. This power can be frightening for the children because they need to feel secure that their feelings can be controlled. It happens for different reasons with different children and under different circumstances. The first step in learning to control it is to look at why it may be happening using the ABC chart.
3. Normand Croft Community School follow the HPA guidance for the management of human bites in childcare settings.

https://www.publichealth.hscni.net/sites/default/files/Guidance_on_infection_control_in%20schools_poster.pdf

4. Why children bite

Children bite for many reasons and we aim to handle any biting incident with respect and sensitivity for all involved. It is our policy to deal with each biting incident on a case basis. We always aim to ensure that families involved are kept up to date with what is happening, but at the same time respecting the confidentiality of the children involved.

Whilst biting is more common at nursery or in other group situations than at home, a biting incident is not a negative reflection on the biter, the staff or the nursery. We have very clear behavioural expectations at the nursery and children are expected and encouraged to share, wait their turn, be respectful and play happily together.

a. Exploration:

Babies and toddlers learn by touching, smelling, hearing, and tasting. If you give a baby a toy, one of the first places it goes to is the mouth. "Tasting" or "mouthing" objects is something that all children do. Young children do not always understand the difference between gnawing on a toy and biting someone.

b. Attention:

Older toddlers may sometimes bite to get attention. When children are in situations where they feel that they are not receiving enough attention they often find a way to make others

sit up and take notice. Being ignored is not fun! Biting is a quick way to become the centre of attention – even if it is negative attention.

c. Imitation:

Older toddlers love to imitate others. Watching others and trying to do what they do is a great way to learn things. Some children see others bite and decide to try it out themselves.

d. Independence:

Toddlers are trying so hard to be independent – “mine” and “me do it’ are favourite words. Learning to do things independently, making choices, and needing control over a situation are part of growing up. Biting is a powerful way to control others. If you want a toy or want a playmate to leave you alone or move out of your way, it is a quick way to get what you want.

e. Frustration:

Young children experience a lot of frustration. Growing up is a struggle. Drinking from a cup is great yet nursing or sucking from a bottle is also wonderful. Sometimes it would be nice to remain a baby! Toddlers do not always have good control over their bodies. A loving pat sometimes turns into a push. Toddlers cannot always express themselves. They sometimes have trouble in asking for things or requesting help. They have not yet learned how to interact with others. At times, when they are unable to find the words to express their feelings, they resort to hitting, pushing, or biting.

f. Stress:

A child’s world can be stressful too. A lack of interesting things to do, or insufficient interaction with adults is stressful situations for children. Children also experience traumatic events in their lives, such as bereavement, moving to a new home, or even starting a new nursery. Biting is one way to express feelings and relieve tension. Young children are not always able to fully understand what they are feeling, they just act.

5. What we can do

Use the who, what, when and where method to pinpoint the problem:

- a. Who was involved?
- b. What happened before or after? How was the situation handled?
- c. When did the biting occur?
- d. Where did it happen?

-

6. Try prevention:

- a. If you determine that the biting occurs as the result of exploration or teething, you may want to provide the child with a teething ring.
- b. If the child seems to bite when tired or hungry, you may want to look at your daily routine to be sure that s/he is getting enough sleep and nourishment.
- c. Try to keep group play to short periods and small groups.
- d. Watch for situations where two children might want the same toy. For example, if the biting occurs when two children are fighting over a toy telephone, you may want to

purchase a second one or perhaps try to distract them before a potential biting situation arises.

- e. It is not always possible to make very young children share. Toddlers do not necessarily have the skills to negotiate or understand another child's perspective.
- f. Children in this situation need close adult supervision, especially if they are known to bite. However even the best supervision, unless it is one-to-one, will not prevent some children from getting bitten.
- g. If attention seems to be the main reason for biting, try to spend time with the child and praise them when they are doing more positive things.
- h. If the child is experiencing a stressful family or care giving situation, you will want to make everyday life as supportive and normal as possible. Predictable meals and bedtimes and extra time with a loving adult can help. Often, experiences like rolling, squishing, and pounding play dough or relaxing, splashing and playing in water are a great way to relieve tension.

7. Parent/career involvement

Working in partnership with our families is integral to the success of this policy. For it to work in practice, their contribution is vital.

We will achieve this by doing the following:

- a. Sharing the expectation of behaviour through informal and formal discussions with individuals and families
- b. Talking to individuals about all aspects of all their child's behaviour daily, as well as at regular parent meetings
- c. Being fair, non-judgmental and consistent when discussing children's behaviour
- d. Providing extra support for parents/carers to help manage children's challenging behaviour e.g. through outside agencies

We hope parents/carers will feel able to do the following:

- e. Inform us of any relevant changes to their circumstances which may affect their child's behaviour, e.g., new baby, moving to a new house, bereavement, divorce, separation, or hospitalization etc.
- f. Re-enforce expectations of positive behaviour by talking to their child at home
- g. Actively support staff by implementing positive behaviour strategies.

8. Strategies with children who engage in inconsiderate behaviour

- a. 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.
- b. Such solutions might include, for example, acknowledge 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.

- c. 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.
- d. We acknowledge considerate behaviour such as kindness and willingness to share.
- e. We support each child in developing self-esteem, confidence and feelings of competence
- f. We avoid creating situations in which children receive adult attention only in return for inappropriate behaviour
- g. We never send children out of the room by themselves, nor do we use a "naughty chair", we do however use "thinking time" and 'calm down' time
- h. We will not tolerate any adult including family members shouting, physically disciplining, or humiliating their child within the setting.

Appendix C

Rough and tumble play and fantasy aggression

Most children enjoy engaging in imaginative play that relates to, and makes sense of, the world that they live in. For lots of children (particularly boys) this imaginative play contains a strong element of weapon and superhero re-enactment. Re-enacting weapon use is a universal language of play for children and usually results in high levels of engagement for the children actively involved in it.

Images and ideas gleaned from the media are common starting points in play and may involve characters with special powers or weapons. Adults can find this type of play particularly challenging and have a natural instinct to stop it. This is not necessary as long as practitioners help the children to understand and respect the rights of other children and to take responsibility for the resources and environment.

Historically, this type of play has often been banned from early years settings, in the belief that it encourages aggression and violence. This ban, as well as being difficult to enforce, may well have a negative impact on young children's development, particularly boys.

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 the strategies above.

Recent research and current writings suggest that children learn important lessons by exploring these themes in a safe arena of play, for example, concepts such as good and evil, life and death, strength and power, gender, and identity.

At Normand Croft Community School, we feel it is important to create a whole nursery approach of which staff, children, families, and other agencies have a clear understanding. This policy is a formal statement of our approach to children's weapon and superhero play.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard to 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 these often refer to "goodies and baddies" and as such offer opportunities for us to explore concepts of right and wrong
- We can tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of the "teachable moments to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.