

Rationale:

We believe that our behaviour policy is a key strategy in supporting children's development, raising achievement and working with families. It is an important part of our curriculum for Personal, Social and Emotional development, but is also closely linked to successful learning in all areas. It forms a key part of citizenship and children learning about their role in society.

We know that children respond best where there is mutual courtesy, kindness and respect. We facilitate a strong-system of nurture, trust and safety through our Key Person approach. Every child has a key adult who is responsible for their wellbeing. The Key Person helps the child to feel known, understood, cared about and safe.

Aims:

- The children in our school have an entitlement to be respected for who they are and to learn appropriate behaviour through understanding personal responsibility and the needs of others. Developmentally appropriate strategies to be used for children's behaviour management.
- In Monkchester Road Nursery School we are committed to establishing a learning environment that promotes positive behaviour and relationships where children and adults treat each other with care and respect.
- To develop an inclusive ethos where children and adults can contribute to a sense of community.

Objectives

- To make each play and learning experience enjoyable and to make sure that each child can succeed.
- To agree clear expectations and boundaries.
- To encourage children to use equipment and resources safely, independently and with respect.
- To foster positive relationships on an individual level.
- Help children to begin to understand the effect of their behaviour on others.
- To encourage children to share and take turns, showing them how to behave in friendly ways.
- To acknowledge and support children's efforts to be helpful and kind.
- To give children appropriate choices wherever possible.

- To use positive behaviour management strategies to show children we value what they are doing.

Our Practice

- We organise our learning environment so it has a positive impact on behaviour in terms of space, access and choice of activities.
- We take a positive and consistent approach to managing children's behaviour.
- We handle issues of behaviour in ways appropriate to the child's stage of development and level of understanding.
- We encourage appropriate behaviour in all interactions with children and staff show that good behaviour is valued.
- We encourage children to be aware of the settings routines and procedures.
- We establish clear expectations and boundaries for behaviour, appropriate to the children's level of understanding.
- We record all significant incidents relating to behaviour.
- We deal with negative behaviour at the earliest opportunity.

Encourage positive behaviour

- We use praise specifically related to the children's actions or behaviours.
- If appropriate, we refocus the child's attention on another activity
- We focus on activities and routines to encourage:

Sharing

Negotiation

Co-operation

- We encourage responsibility, special helpers at fruit time
- We encourage positive behaviour through play and learning activities (circle time/stories/role-play/puppets)
- We model appropriate behaviours in different contexts
- We consult with the children to draw up rules for behaviour within the Nursery.
- We demonstrate that the child is still valued even if his/her behaviour is unacceptable.
- We discuss with children what is acceptable behaviour in all area of learning and experiences.
- We encourage the children to express openly their feelings/likes and dislikes.
- We help the children to understand the consequences and effects of their behaviour on others.
- We support the children to resolve conflicts with other children.
- We help to support children's self-esteem by enabling them to be successful in play experiences and activities.

Techniques

- In group time adult waiting to start until everyone is quiet and attentive

- Eye contact/disapproving looks
- Praising the child next to the poorly behaved child with the opposite of their behaviour
- Moving children around in a group time
- Tone of voice
- Raising of hand, waiting for children to stop
- Reinforce rules
- Use child's name

Behaviour refers to how a child conducts themselves. It is their actions, reactions and functioning in response to everyday environments and situations.

Challenging behaviour or dysregulated behaviour is used to describe behaviour that interferes with a child's daily life. This may be that the child needs some support with their self-regulation. There are a number of reasons which may lead to children behaving a dysregulated way. Challenging behaviour may well be related to a child's stage of development and will form a normal part of coming to terms with developing social skills e.g. a two year old's refusal to comply is part of the journey towards independence. Additionally, behaviour can be affected by any number of external factors, e.g. hunger, tiredness, what has happened at home that day etc.

Strategies to deal with Challenging Behaviour

Prevention

- Provide a calm environment – low-tone, calm voices etc.
- Clear boundaries and set routines.
- Get down on children's level to talk to them.
- Total communication approach- intensive interaction, Makaton, Picture Cards, Visual Timetables etc.
- Adapt language levels to consider the need of the listener – short sentences, one-word cues etc.
- Give a child a choice of two desired outcomes e.g "you can choose to play with the brick or listen to a story".
- Duplicate resources and material where possible to avoid potential conflict. • Recognise factors affecting children's behaviour such as hunger/tiredness/discomfort and take action to remedy.
- Pre-empt possible conflict or negative behaviour by watching carefully even if from a distance.
- Judge which conflicts you would allow children to resolve themselves without immediate adult intervention.
- Work as a team to ensure consistency in response.
- Pick your battles and have realistic expectations – do not give a child an ultimatum that cannot be followed through.
- Give clear instructions using the following structure. Say (child's name), (instruction), thank you."
- **During an episode of challenging behaviour:**

- Remain calm. Don't take anything personally.
- Ensure the safety of yourself and others. Move other children away if necessary.
- Name feelings and emotions as appropriate. "I can see you're feeling unhappy."
- Narrate what is happening in a calm voice
- Use distraction techniques
- Use strategies such as deep pressure if appropriate. This could be getting a child to help carry something heavy such as a box of paper.
- Ask for help if you are becoming emotional or overwhelmed.
- If you see somebody dealing with challenging behaviours, ask them if they need any support.
- Change of face. Sometimes a new person can be more successful in calming a child.
- Give them time, make space and be available.

The National College training that staff have accessed on self-regulation puts the process in simple terms and also makes sure that the adult soothes themselves and manages their emotions to be calm before dealing with the child, then support the child with this process:

Soothe
 Empathize
 Listen
 Find Solutions
 Reflect
 Explain
 Grow child's awareness of responding to stressors

Afterwards

- Comfort the child. What has happened is now over and they may need reassuring.
- Provide a calm area to reflect.
- If appropriate, talk to the child about what happened and what they could do now
- Review and evaluate the situation after it has occurred – were there any obvious triggers? Warning signs? What helped calm them down? Specific time of day Specific activity? Additional stimulus e.g noisy grass cutters. Record this on the appropriate form.
- Speak to parents/carers discreetly in a private place. This should not be in front of the child if possible. Initially, this should be done by the child's key worker.
- Establish shared understanding with parents about ways of responding to children's emotions and about a consistent approach when responding to challenging behaviours.

- If challenging behaviour continues, room leaders or SLT to discuss with parents and record this.
- If a bite has occurred, you must let a member of the SLT know as soon as possible, so that families can be contacted and appropriate action taken.
- Where children are subjected to safeguarding plans, any behaviour which is concerning or changes unexpectedly should be noted down and passed on to a named person as it may be relevant

Persistent/ongoing dysregulated or challenging behaviour

- Ongoing dysregulated behaviour should always be discussed with a member of SLT, and further strategies should be developed in consultation with the SENDCO. This may lead to an individual behaviour plan.
- IF children's behaviour leads to other staff or children being hurt, we have an incident book to record concerns and near misses. If a child appears in this book 3 times, we create an Individual Behaviour Plan for the child and speak with their parents about their behaviours. The behaviour plan analyses any triggers that we have noticed and looks at how staff and parents respond to the child's challenging behaviour. Together with SLT, SENCo and parents, we write a specialised approach and risk assessment tailored to the child's needs.
- If a child is exhibiting extreme behaviour the Governors will make every effort to ensure reasonable adjustments are made for the safety and well-being of staff and children.

Physical Intervention

- A child may need to be guided to safety or restrained to prevent injury to themselves or others. See positive handling and Physical restraint policy

GUIDELINES

- All staff model appropriate behaviour (All adults who work with the children are made familiar with these guidelines)
- All adults are consistent
- There is a positive reinforcement of appropriate behaviour
- Children are encouraged to have high self-esteem
- Expectations are made clear
- There is adequate supervision at all times
- There is provision of a safe, calm, orderly environment, which encourages independence and high self-esteem
- Behaviour issues are discussed at staff meetings and with parents, if appropriate
- The SENCO is made aware of patterns of challenging behaviour, and advice sought from outside agencies as appropriate. The situation will be carefully monitored and plans written and regularly reviewed/

Appendices

- 1. Promoting Self-esteem**
- 2. Guidance on Restraint**

Appendix 1.

PROMOTING SELF-ESTEEM

The children are encouraged to build up a sense of trust with the adults in nursery and to look to them for support.

The effective environment should encourage: -

- A sense of warmth and care
- A feeling of security, *try*, failure is not in our vocabulary
- Respect for individuals
- Recognition of clear limits
- Consistent, reasonable expectations and standards *shared philosophy* values *vision
- Working in partnership with parents and child and parent conferences

Appendix 3

GUIDANCE ON RESTRAINT

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the following circumstances: -

- Committing any offence
- Causing personal injury to, or damage to the property of, any person
- Prejudicing the maintenance of good order and discipline

Any member of staff has this power.

There is no legal definition of reasonable force other than it should be in proportion to the consequence it is intended to prevent.

IT IS ALWAYS UNLAWFUL TO USE FORCE AS A PUNISHMENT

Examples of situations when restraint may be acceptable: -

- An attack on a pupil or member of staff
- Pupils fighting
- Deliberate damage to property
- Accidental cause of injury or damage to property
- Running away
- Persistent refusal to follow instruction
- Disruption of discipline

Examples of restraint: -

- Blocking a pupil's [path
 - Leading by the hand or arm
 - Ushering by placing a hand in the centre of the back
 - Lifting/ carrying the child with her back toward you
- CARE MUST BE TAKEN AGAINST AN ALLEGATION OF INAPPROPRIATE SEXUAL CONDUCT**

All significant incidents are recorded if: -

- An injury or distress was caused
- A restrictive hold was used
- Other agencies were involved (e.g. Police)

Parents will be informed and given a copy.

Incidents will be monitored by the governing body (HT termly report)

Patterns of behaviour will be referred to support agencies.

See also

- **Positive Handling Policy**
- **Behaviour Log**