



Tenterfield Nursery School

Behaviour Policy

Approved: December 2016

Review: December 2019

Signed by Head:.....

Signed by Chair of Governors:.....

Behaviour Management Policy

This policy has been written in consultation with children, governors and staff and reflects the policy and practice of Hertfordshire Steps 'Step On' training for practitioners in the EYFS that was completed by all staff June 2015 and refreshed in September 2018.

Statement of intent

At Tenterfield Nursery we believe that children flourish when their personal, social and emotional needs are met and where there are clear, consistent and developmentally appropriate expectations for their behaviour.

Aims of this policy

- To promote the development of children's personal, social and emotional development which is a fundamental aspect of our curriculum and runs through and supports learning in all other areas (of the EYFS).
- To develop a consistent approach to behaviour management throughout the setting.
- To promote understanding of the principle that all behaviour is communication.
- For all children to be in an environment where they feel safe and cared for, and are able to thrive and learn.
- We aim to teach children to behave in socially acceptable ways and to understand the rights and needs of others.
- To develop respect and tolerance of others irrespective of gender, race, disability, religion or race.
- We will work in partnership with parents/carers in supporting children's personal, social and emotional development.
- We will work with other agencies, where appropriate, to ensure that a child or family receive the best and most relevant support for their needs.

Expectations

We familiarise new staff, students and volunteers with the setting's behaviour policy and it's guidelines as part of their induction process.

We expect all members of our Nursery- parents, staff, governors, students and volunteers to keep to these guidelines, requiring these to be applied consistently.

We expect all staff, governors, students and volunteers to provide a positive model of behaviour by treating children, parents/carers and one another with friendliness, care and courtesy.

We familiarise parents with our Home/Setting agreement prior to starting at the Nursery which sets out our expectations for behaviour within the setting.

We recognise that codes for interacting with other people vary between cultures and require staff, students and volunteers to be aware of, and respect, those used by members of the setting.

Implementation:

Principles

- We expect everybody to listen to children.
- We expect everybody to speak to children with a positive tone.

- We treat all behaviour as communication.
- We acknowledge and label children's feelings to help them describe and understand how they are feeling.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We praise and acknowledge desirable behaviour such as kindness and willingness to share as a way of encouraging all children to develop these behaviours.
- We have a thorough induction system when children first start at Nursery to ensure they understand the expectations of the setting and how to use the equipment safely.
- We support our communication with children visually using Makaton signing and symbols, to help express feelings and desired behaviour.
- Throughout the whole Nursery curriculum we model and scaffold positive interactions between children and explicitly teach social communication strategies, social negotiation skills and foster empathy between children.
- Where recognise that children will be at different stages of the social development and when necessary, staff may take small groups of children for more intense modelling of specific social interaction strategies individually or in pairs.

Guidelines for Teaching strategies

- Using language that focuses on the desired behaviour rather than the negative e.g. "Please remember to have kind and gentle hands when you are playing with your friends."
- Look for the positives and praise and reward appropriate behaviour.
- Routines in the Nursery are consistent and predictable. They will be supported visually. Where possible, children will be pre-warned and prepared for any changes in routine.
- Stories, songs and puppets will be used to encourage and support positive behaviour.
- We ensure there are enough popular toys and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict. However, staff scaffold and model opportunities for sharing and turn-taking throughout the Nursery, helping children find the language they need to find solutions when disagreements arise.

Dealing with conflicts

We expect all staff, students and volunteers to use positive strategies for handling any conflict or undesired behaviour by helping children find solutions in ways which are appropriate for the children's ages and stages of development.

In dealing with children in conflict staff will:

- Focus on de-escalation and intervention at the earliest possible opportunity to avoid a crisis or more challenging situation.
- Solutions will follow the de-escalation script that is displayed in each classroom:
 1. Child's name
 2. Acknowledgement of feelings and "It looks like you are feeling cross am I right?"
 3. Defining the problem "I wonder if it is because you would like a turn with the car",
 4. Let the child know you are here to help.
 5. Encourage the child to talk and you will listen.

6. Explanation as to what was not acceptable, "I can see that you would like a turn but pushing is not kind and it hurts",
 7. Finding a solution and supporting putting it into practice "Come with me and let's use your words to ask for a turn, say 'can I have a turn please?'" or "When you are ready, let's see if we can find another car so that you can be with your friends and play together."
 8. Reflect back how they feel and what happened "It looks like you are feeling better now...when you used your words we could help you have a turn."
- We use Makaton, symbols or drawings to support our communication and explanations to children when talking to them about their behaviour.
 - 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.

Consequences

- Logical consequences may be used that directly relate to the children's actions.
- They will take the form of Protective Consequences (removal of freedom to manage harm) and Educational Consequences (the learning, rehearsing or teaching so the freedom can be returned)e.g. throwing sand in faces will result in removal from the sand and the modelling of skill to play in the sand before returning to the play independently.

Managing a crisis

- All staff need to feel that they are able to manage inappropriate behaviour, and to have an understanding of what challenging behaviours might be communicating.
- We work in partnership with children's parents to address reoccurring unacceptable or undesirable behaviour to try and identify what the child is trying to communicate and to look for possible unmet needs. Parents are regularly informed about their children's behaviour by their keyperson. We use observations to help us understand the cause and to look for patterns in children's behaviour and decide jointly how to respond appropriately. This may include involving professionals from other agencies and after using the Risk assessment calculator (see appendix B) the development of a STEPS risk management plan (see appendix C). This will be developed collaboratively with parents and shared with all staff to ensure consistency.
- A STEPS risk management plan focuses on 3 aspects:
 - Before a crisis** de-escalation
 - During** management of risk or harm
 - After** reflect, repair, rebuild.

Physical Intervention

- Where physical contact or intervention with children is necessary staff will follow **Hertfordshire's Model Restrictive Intervention Policy for Schools.**
- Staff will use the Physical interventions outlined in our Hertfordshire 'Step On' training:
 - Supportive Hug
 - Supportive Arm
 - Open mitten guide
 - Open mitten escort

Bullying and unacceptable behaviour

- We take hurtful behaviour very seriously. In the case of serious incidents such as racial or other abuse, or intentional aggressive and hurtful behaviour, we make clear

immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.

- Incidents will be logged in the incident book using the ABCCD behaviour record form (Antecedent, Behaviour, Consequence, Communication, Do's and Don'ts). See Appendix A. Both sets of parents will be informed of the circumstances of what has occurred.
 - We will discuss with both sets of parents any incidents that occur on the same day and work together with them to address any issues to try and prevent incidents such as this reoccurring.
 - Incidents of racial abuse or bullying will be logged in the office and reported to the LA on the annual return.
- Regular monitoring of the incident/accident books enables us to address repeated actions before they develop into regular patterns of behaviour and/or bullying.
- Please refer to Harassment and bullying policy for specific guidance when dealing with these incidents.

Complaints

- It is intended that by adopting Hertfordshire Steps policy and practice we can avoid the need for complaints.
- All disputes which arise about the use of force by a member of staff will be dealt with according to our safeguarding policies.
- Should pupils or parents/carers be unhappy with any aspect of Tenterfield Nursery School's behaviour management procedure they should discuss the problem with their keyworker in the first instance. Anyone who feels unable to talk to their keyworker or is not satisfied with their comments should ask to speak to our Assistant Head or our Headteacher. In the event of a formal complaint parents/carers should follow the procedure in Tenterfield Nursery School complaints procedure.