



**Ham Drive Nursery School and
Day Care**

Behavioural Management Policy

Rationale:

The Early Years Foundation Stage (EYFS) covers the broad spectrum of children's learning and development between 0 and 5 years of age. The four themes of the EYFS reflect this pedagogy and underpin the process of behavioural management.

For many of the children entering Nursery it will be their first experience of life away from their family. They will all be used to different expectations and ways of dealing with their behaviour. As such it must be recognised that many children will take a while to become used to the expectations of the Nursery and staff need to be sensitive to this whilst a child is settling in.

It is therefore of vital importance that we recognise the uniqueness of each child, establish positive relationships with their parents/carers, provide an enabling physical and emotional environment in order for children to securely learn and develop.

Effective behaviour management practices are an essential element in ensuring that all children can be the best they can all the time.

Guidelines:

The Nursery Behaviour Policy is set within the context of adults who are caring and work hard at their relationships with children earning their respect and affection. It is important to remember that as well as needing boundaries; young children deserve and need to feel respected, appreciated and cared for. Young children are still exploring their relationship to the world and so at times their behaviour can be extremely challenging and this is regarded as developmentally normal. Nursery provides the children with a new environment to explore and so it is 'normal' to expect them to continue this process of testing boundaries.

Most children quickly learn what is acceptable and unacceptable behaviour and why, but they are greatly aided if the following features of adult's expectations and behaviour are present.

- There is a positive emphasis towards 'good' behaviour
- Explanations are given
- There is consistency of expectation and handling of situations
- Behaviour is criticised not the child
- Rules are always talked about and discussed in group sessions as well as individually
- There are clear expectations e.g. 'saying sorry', carry out tasks as requested by any adult.

Where there are concerns about a child's behaviour beyond the normal developmentally appropriate exploration of boundaries and relationships the nursery

staff will follow a graduated approach to working with the children and their families as follows:

Stage One

1. Make targeted observations: times; what's just happened; size of group, i.e. 1 to 1, 1 to small group, whole group; changes to routine; response to direct activities etc.
2. Identify "reasonable adjustments" that can be made to the provision or the support the child receives..
3. Talk to the child about the concerns and try to make a 'contract'.
4. Raise concerns with parent/carers and ask for their input/feedback.
5. Set individual targets together for the child. They should be SMART (Specific, measurable, appropriate, realistic, time limited).
6. Identify setting/home links and support for targets.
7. Review as a team, with parent/carers and the child if possible.

Stage Two

1. Involve the school SENCO (Special educational Needs Co-ordinator), if necessary, in developing new targets for the child and the school.
2. Review as before.

Stage Three

1. Decide on outside agency involvement ATAN (Advisory Teacher for Additional Needs), Early Years Behaviour Support Team, Assessment Nursery.

There will inevitably be, however, occasions when most children do something unacceptable and some children will repeatedly transgress. In situations like this more specific guidelines for handling the child are called for. The above features should still be adhered to whilst carrying out the following which will be adapted to meet the developmental and age related needs of the child:

- Eye contact should be obtained with the child
- It can be helpful to hold a child's hand as a reassurance that it is the behaviour not the child that is at fault, this can also be said to the child
- The child is given ownership of the behaviour by asking them what happened
- The child is given an explanation of why the behaviour is unacceptable
- The child is given a choice "you have a choice, you can do.....(positive statement)..... and then.....(reward)....., or you can(negative statement).....and you will have to.....(consequence)..... what do you want to do?"
- Child responds:- i) if positive, reinforce this, "you chose.....,now you can.....(reward)....."
ii) if negative, repeat above and get the child to repeat it themselves (to make it clear to them that the adult knows they have heard the choices). If there is still a negative response then carry out the consequence.
- If after the consequence the child repeats the behaviour then remind them of the above and introduce new consequence e.g. 'time out' sitting on a chair and thinking about their behaviour
- When the child has responded in a positive way it is very important that they are given positive feedback to reinforce the message, (this is the part that is easily forgotten if we are not aware of it).

There will be occasions when this process can be lengthy and may be upsetting for the child, however it is worth spending the time initially so that the child knows:-

- That the process will be seen through
- That the adult will support them with it
- So that the positive message can be given
- So that if there is a next time the child will remember/can be reminded what will happen.

The use of control and physical intervention:

Early years providers must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided. A person will not be taken to have used corporal punishment if the action was taken for reasons that include averting an immediate danger of personal injury to, or an immediate danger of death of, any person including the child.

The law and guidance for schools states that adults may reasonably intervene to prevent a child from:

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in behaviour prejudicial to good order and to maintain good order and discipline

Corporal punishment and smacking is unlawful in all schools and early years settings. Staff should not use any form of degrading or humiliating treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children is completely unacceptable.

Where pupils display difficult or challenging behaviour, adults should follow the school's or setting's behaviour and discipline policy using strategies appropriate to the circumstance and situation.

Where a pupil has specific needs in respect of particularly challenging behaviour, a positive handling plan, including assessment of risk, should be drawn up and agreed by all parties, including, for example, a medical officer where appropriate.

Senior managers should ensure that the establishment's behaviour policy includes clear guidance about the use of isolation and seclusion. The legislation on these strategies is complex and staff should take extreme care to avoid any practice that could be viewed as unlawful, a breach of the pupil's human rights and/or false imprisonment.

This means that staff should:

- not use force as a form of punishment
- try to defuse situations before they escalate e.g. by distraction
- keep parents informed of any sanctions or behaviour management techniques used
- be mindful of and sensitive to factors both inside and outside of the school or setting which may impact on a pupil's behaviour
- follow the establishment's behaviour management policy
- avoid shouting at children other than as a warning in an emergency/safety situation
- refer to national and local policy and guidance regarding Restrictive Physical Intervention (RPI)
- be aware of the legislation and potential risks associated with the use of isolation and seclusion

- comply with legislation and guidance in relation to human rights and restriction of liberty

(Taken from 'Guidance for safer working practice for those working with children and young people in education settings.' October 2015.)

Summary.

By dealing with children and situations in the above way children's behavioural difficulties can be modified gradually in a consistent, fair way and the children will grow to know that they cannot 'get away' with unacceptable behaviour and that their 'choices' and 'actions' have consequences. We would like them to choose those that have positive consequences!

Re-adopted by the Governing Body: 24.5.18

Signed:

Chair of Governors.

Review cycle: Three Yearly. Next review May 2021.

Annex 1:

Within the Nursery Federation staff work closely with children covering a wide age range. A robust programme of CPD ensures all staff have the latest knowledge and understanding to carry out their role. As such, any strategy to help children manage their own behaviours and respond to the behaviours of others takes place within a pedagogy of age/stage appropriate interventions.

All practitioners are aware that every behaviour is a communication of a child's need, their role is to react positively to identify and respond to that need.

The Development Matters materials are used as a guide especially the aspect entitled "Managing Feelings and Behaviours" in the "Personal Social and Emotional Development" area of learning. For example, in the 22-36 months section it guides practitioners to... "Help children to recognise when their actions hurt others. Be wary of expecting children to say 'sorry' before they have a real understanding of what this means."