



Charters Ancaster Nursery and Forest School



BEHAVIOUR MANAGEMENT POLICY

Reviewed By: Nursery Manager

Date approved by Directors: November 2019 Signature: _____

Date for Review: November 2020

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This policy is advice for the Nursery and can be read in conjunction with the following legislation:

The Education and Nursery Inspections Act 2006; Equality Act 2010; EYFS Development Matters; Preventing and Tackling Bullying 2011; Working Together to Safeguard children March 2015; Keeping Children Safe in Education September 2016, EYFS Government guidance and the Development Matters document.

OUR ETHOS

At Charters Ancaster Nursery we believe that everyone in the setting has a right to feel valued, respected and safe and that each person should be treated fairly and well. For this to happen in practice, we have a responsibility to behave in ways that enable all of us to feel free to explore, work and learn without fear of being hindered or hurt. We believe that children and staff flourish best in an ordered environment. Good behaviour is key to this and is a valued outcome for each child during their time in the Nursery.

The Nursery's Behaviour policy provides guidelines on how to support this vision; it recognises that children learn and develop self-discipline and socially appropriate behaviour over time and that through modelling positive behaviour at all times and managing challenging behaviour appropriately and competently, the staff can provide for the needs of the individual as well as ensuring the safety and wellbeing of everyone at the Nursery.

Our policy forms guidelines to guide staff in a coherent manner when taking decisions and actions at the nursery. It will help form processes to manage and evaluate the behaviours of the children. In order to allow children to develop at their own pace, individual circumstances of each child will be considered when deciding sanctions and rewards. The Education and Inspections Act 2006 states that penalty must be proportionate in the circumstances and that a pupil's age, culture, SEN or disabilities taken into account.

Parents and Staff are encouraged to understand this policy and our intentions, and staff will be happy to answer any questions that may arise.

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OUR AIMS

We aim to gather and acknowledge the views of all stakeholders. When considering these, our expectations of behaviour are underpinned by the following values:

- *RESPECT AND RECOGNITION: to enable children to develop self-respect and their growing self-esteem. To value and celebrate our own and others' contributions and uniqueness, and to show consideration for our own feelings and the feelings of others.*
- *FREEDOM AND RESPONSIBILITY: to enable children and adults to explore and express themselves freely in an environment which supports decision making and opportunities to consider the consequences of our words and actions. eg negotiation and problem-solving. To enable children to develop a range of social skills and learn what constitutes acceptable behaviour.*
- *REALISM: to enable children to learn how to behave with a constructive approach grounded in realistic expectations of young children and the adult role as a helpful guide.*
- *PROFESSIONAL EXPECTATIONS: To expect adults will separate the behaviour from the child as a person. Labels such as 'naughty', 'aggressive' will not be used. We expect that all staff will be consistent in their expectations and that praise and reward are liberally given.*
- *INCLUSION: to provide access to learning for all, taking into account everyone's needs, background and ability, working together to share the same vision and work towards the same goal. We make 'reasonable adjustments' to ensure that SEND children are not discriminated against because of their 'Special needs' or 'disability.'*
- *HONESTY: to empower everyone to communicate openly and honestly in their interactions with each other.*
- *SAFETY and TRUST: to help everyone to feel able to express their concerns and fears in an appropriate way and to thrive physically and emotionally in their learning.*

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At Nursery age, children are learning how to behave appropriately. Many of the things they do are normal for their stage of development and we help them to learn when something is dangerous or harmful to themselves or others, and to make positive choices in their behaviour.

HOW DO WE DO THIS?

We do this by a combination of the following:-

- a) Following the EYFS PSHE curriculum and creating opportunities for children to learn about their own feelings and those of others, relate to others successfully and develop their own self-confidence and sense of self.
- b) Noticing and acknowledging positive behaviours such as helping another child
- c) Using clear and consistent boundaries across the setting
- d) Explaining the consequences of some behaviours and offering choices
- e) Involving the children in problem-solving by using the conflict resolution steps (see Appendix 1)
- f) Sharing information with parents/carers about their children's behaviour both in the Nursery and at home
- g) Providing strategies to support turn-taking e.g. using a sand-timer.
- h) Communicating and modelling positive behaviour, using a variety of strategies and props e.g. Makaton, gestures, symbols, visual timetables, stories and puppets
- i) Recognising and acknowledging feelings to encourage empathy
- j) Creating an environment that minimises conflict e.g. ensuring there are sufficient resources
- k) Providing planned opportunities to discuss behaviour and feelings e.g. at circle time
- l) Setting a good example through adult behaviour modelling
- m) Staff are responsible for organising the environment so that it is easier for the young children to be patient and take turns
- n) Activities and provision will be varied, and well-planned with a purpose, so that children are not easily bored.

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GROUND RULES FOR NURSERY to be rephrased for young children

- We treat other people with consideration and safety
- We take care of play resources and books
- We take turns when there is not enough for everyone
- We listen to each other and work together to solve problems

CHALLENGING BEHAVIOUR

Adults at the Nursery will intervene when behaviour is persistently disruptive or difficult to manage. When confronting negative behaviour, staff will be clear to distinguish between 'disengaged', 'disruptive' and 'unacceptable' behaviour.

- **'Disengaged' behaviour** may indicate that a child is bored, unsettled, or unhappy. With sensitive interventions, staff will often re-engage a child in purposeful activity.
- **'Disruptive behaviour'** describes a child whose behaviour prevents other children from enjoying themselves. Staff will collectively discuss incidents and agree on the best way to deal with them using the strategies outlined.
- **'Unacceptable behaviour'** refers to non-negotiable actions and may include discriminatory or aggressive remarks, violence (eg biting, hitting etc) bullying or intentional damaging of property, persistent harming (of themselves or others), inappropriate touching.

Staff will be clear that consequences will follow from such behaviour and that incidents such as these will be managed on an individual basis and by means of explanations rather than personal blame. Again this would be explained to parents at the end of a session.

All adults caring for children in the Nursery will ensure that the ideas of the nursery are applied consistently so those children have the security of knowing what to expect and can build up useful habits of behaviour. It has to be remembered that we are not born knowing how to share and play co-operatively and the children need not only to be told but also to learn by example.

Some of the strategies which may be used are as follows:-

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STRATEGIES

1. Removing the child from the situation
2. Seeking immediate support from other staff members
3. Contacting the parent/carer and request the child is taken home.
4. On rare occasions: using positive handling techniques for the child's own safety and the safety of others (see Health and Safety Policy)
5. Making children and staff and parents aware of the behaviour that is unacceptable and why
6. Ignoring attention seeking behaviour if not harmful to child or peers and praising good behaviour of a nearby child
7. Distraction - Offer a simple explanation or offer an alternative activity whereby they could receive praise
8. Children may be given a choice of 2 options eg "Would you like to do A, or B?"
9. Supporting the child to negotiate or think of solutions to put things right and helping him/her when it is hard to do the 'right' thing
10. Use the consequences of children's actions to help them learn
11. Providing time away from the situation to calm down and reflect before talking things through
12. Use of personalised Social Stories
13. Introducing Makaton symbols and signs to allow children with reduced communication skills to express their needs and wants and to help their understanding of the situation.

THE USE OF PHYSICAL INTERVENTION

Staff will use physical intervention as a last resort and only then if they have '**reasonable grounds**' for believing that immediate action is necessary

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to prevent a child from significantly injuring themselves or others or to prevent serious damage to property.

(Before reaching this stage, staff will have used all possible non-physical actions, such as dialogue and diversion to deal with the behaviour (see above))

USING PHYSICAL INTERVENTION

1. The child or children will be warned that physical intervention will be used if they do not stop
2. A dialogue will be maintained with the child or children all the while so that the member of staff can explain what they are doing and why they are doing it
3. Staff will make every effort to avoid the use of physical intervention if they are alone with the child or children
4. Only the minimum force necessary to prevent injury or damage should be applied. For example diverting a child/children by leading them away by the hand or by putting an arm around their shoulders
5. Staff will use physical intervention as an act of care and control and never punishment
6. Physical interventions will not be used purely to force a child to do what they have been told and when there is no risk to themselves, others or property
7. As soon as it is safe, the physical intervention should gradually be relaxed to allow the child or children to regain self-control
8. The force of the intervention will always be appropriate to the age, size and strength of the child/children involved

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9. If staff are not confident about their ability to contain a particular situation or type of behaviour, consideration will be given to calling the Nursery Manager.
10. When a member of staff has had to intervene physically to restrain a child, the Nursery Manager will be notified and the incident recorded in the Incident Record book. The incident will be discussed with the parent/carer at the earliest opportunity
11. If a staff member commits any act of violence or abuse towards a child at the school, serious disciplinary action will be implemented, according to the provisions of the Staff Disciplinary Procedures Policy
12. The Nursery will work together with parents/carers and families to share strategies and ensure we are giving a consistent message
13. In some cases, the Nursery will involve the SENCO in setting up an individual education plan (IEP) with specific targets related to behaviour
14. The Nursery will liaise with other agencies e.g. health visitor, behaviour improvement team, to access further support and advice
15. The staff will convene a meeting as soon as practicable, including a member of the Senior Management Team and the parent/carer, to identify ways forward
16. The nursery will refer to SPOA see below.

HOW TO GET FURTHER SUPPORT -SPOA

Children (0-18years) who are experiencing social, emotional and mental health difficulties above the normal everyday behaviours should be referred to the multi-agency Single Point of Advice (SPOA) hub from 16th September 2019. All referrals will be triaged by the Sussex Partnership NHS Foundation Trust and East Sussex County Council Children's services staff who are all experienced in

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mental health. The young person will then be offered the advice or support that best meets their needs.

For more information and a short information film please go to:

www.sussexpartnership.nhs.uk/east-sussex.gov.uk-spoa

STRATEGIES WE DO NOT USE

Physical punishment, shaking, hitting etc misuse of adult strength and contrary to ground rules, or a 'naughty' step/chair.

PARENT/CARER INVOLVEMENT

Working in partnership with our parents/carers is integral to the success of this Behaviour Policy. In order for it to work in practice, their contribution is vital.

We will achieve this by:

- a) Sharing the expectations of behaviour at the setting, through informal and formal discussions with individuals and groups of parent/carers
- b) Talking to individual parents/carers about all aspects of their child's behaviour on a daily basis, as well as at regular parent/carer conferences
- c) Being fair, non-judgemental and consistent when discussing children's behaviour with parents/carers
- d) Providing extra support for parents/carers to help manage children's challenging behaviour e.g. through Family Support Services and outside agencies

We hope parents/carers will feel able to:

1. Inform us of any relevant changes to their circumstances which may affect their child's behaviour e.g. new baby, moving house, bereavement, divorce, separation or hospitalisation
2. Continually re-enforce expectations of positive behaviour by talking to their child at home. For particular children who have been involved in an

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incident relevant resources and information might be given to a parent for use at home

3. Actively support staff at the Nursery in implementing positive behaviour strategies
4. Be a positive role-model for their child

CHILDREN UNDER 3 YEARS OF AGE

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

We recognise very young children are unable to regulate their emotions, such as fear, anger or distress, and require sensitive adults to help them do this.

Common inconsiderate 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 promote understanding.

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

We focus on ensuring a child forms an attachment with one or more figures in the setting, and their key person will build a strong relationship to provide security to the child.

We try to maintain a consistency of staff in each room so that children can form positive and supportive relationship.

INFORMING PARENTS OF A CHILD WHO IS HURT IN AN 'INCIDENT'

During the nursery day young children often fall out and have disagreements and this is part of the role of the nursery to help children develop their social skills and be able to handle their emotions. However on occasions a child involved in an incident may be physically harmed by another child eg biting or hitting. It is not always possible for staff to predict when these incidents of aggression may happen, in order that they can prevent them. If a child is hurt in an incident then an incident form will be filled in and the parents of the injured child will be informed that their child has been hurt. The child who was responsible will be dealt with in the ways outlined in this policy and their parents will also be informed.

BULLYING

*Bullying is deliberate and consistent persecution of a child or children by another child or children. It is **not** a one- off event.*

It is extremely rare for there to be an incident/s classed as bullying in the Nursery. Sometimes there are children who are clumsy or over demonstrative, or who develop a particular liking for a child which is not reciprocated. Some children find 'learning to play' more difficult than others and need to be given activities to teach the skills of sharing resources, making friends, taking their turn etc. Incidents are more likely to happen if there are fewer resources or children are confined for long periods in a small space or are bored. At Charters Ancaster we are fortunate to have plenty of space and resources and the staff are vigilant to make sure children are happily occupied to minimise any disagreements. If staff or parents become aware of any incidents that might be classed as 'bullying' they should speak to the appropriate room leader in the first instance. The parents of the child/children who have been 'bullying' will be involved to help support the child/children in dealing with their behaviour.

If the matter cannot be resolved easily then the room leader or staff member or parent should inform the Nursery manager, who will deal with the problem in

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accordance with this policy. As a final resort the child or children who have been found to be 'bullies' will be excluded from attending this nursery.

MONITORING AND REVIEW

The Nursery Manager monitors the effectiveness of this policy on a regular basis and reports to the team on the effectiveness of the policy and if necessary makes recommendations for further improvements.

The Nursery keeps a record concerning individual incidents of misbehaviour for key children.

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APPENDIX 1 -

CONFLICT RESOLUTION STEPS

- 1. Approach calmly and with an open mind**
Walk over and get down to their level.
- 2. Acknowledge feelings**
Say "I can see you're feeling hurt/cross/upset/angry."
- 3. Gather information from both sides**
Say "What's the problem?"
- 4. Restate the problem**
Say "so the problem is..."
- 5. Ask for solutions and choose one together**
Say "I wonder what we can do to solve the problem/help you feel better?"
- 6. Be prepared to give follow-up support**
Keep an eye out for what happens next and give further support if needed.

With acknowledgement to Rachael Underwood and the High/Scope Educational Research Foundation

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