



BEHAVIOUR MANAGEMENT POLICY

Reviewed on	Approved by
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1. 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.

We understand that children at nursery are learning how to behave appropriately and that 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. Our nursery is committed to dealing with negative behaviour in a non-confrontational and constructive manner. Wherever possible, disruptive or challenging behaviour will be tackled collectively between staff, parents and children in the nursery. Such procedures are outlined in this policy.

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

2. OUR AIMS

Our expectations of behaviour are underpinned by the following:

- *To encourage children to value and celebrate our own and others' contributions and uniqueness, and to show consideration for our own feelings and the feelings of others.*
- *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.*
- *To enable children to develop a range of social skills and learn what constitutes acceptable behaviour with a constructive approach grounded in realistic expectations of young children.*
- *To expect adults will separate the behaviour from the child as a person. Labels such as 'naughty' will not be used. We expect that all staff will be consistent in their expectations and that praise and reward are liberally given.*
- *To provide equal 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.*
- *To empower everyone to communicate openly and honestly in their interactions with each other.*
- *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.*

3. OUR STRATEGIES

We do this by a combination of the following:

- Following the EYFS 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
- Noticing and acknowledging positive behaviours such as helping another child

- Using clear and consistent boundaries across the setting. Staff are responsible for organising the environment so that it is easier for the young children to be patient and take turns
- Explaining the consequences of some behaviours and offering choices
- Involving the children in problem-solving by using the conflict resolution steps (see Appendix 1)
- Sharing information with parents/carers about their children's behaviour both in the Nursery and at home
- Providing strategies to support turn-taking e.g. using a sand-timer
- Communicating and modelling positive behaviour, using a variety of strategies and props e.g. Makaton, gestures, symbols, visual timetables, stories and puppets
- Recognising and acknowledging feelings to encourage empathy
- Creating an environment that minimises conflict e.g. ensuring there are sufficient resources, developing Hygge environments to promote comfort and well-being
- Providing planned opportunities to discuss behaviour and feelings e.g. at circle time
- Setting a good example through adult behaviour modelling
- Activities and provision will be varied, and well-planned with a purpose, so that children are not easily bored.

4. **STRATEGIES WE DO NOT USE**

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

5. **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. 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. This would be explained to parents at the end of a session.

- **‘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.

All adults caring for children in the Nursery will ensure that the ideas of the nursery are applied consistently so that children have the security of knowing what to expect and can build up useful habits of behaviour. It must 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.

6. STRATEGIES FOR CHALLENGING BEHAVIOUR

1. Removing the child from the situation / Providing time away from the situation to calm down and reflect before talking things through
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/staff/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
7. Distraction - Offer a simple explanation or 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. Use of personalised Social Stories

12. 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.

7. 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 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). If

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
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 setting based support plan (SBSP) with specific targets related to behaviour
14. The Nursery will liaise with other agencies e.g. health visitor or ISEND, 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. If necessary, the nursery will refer to SPOA see below.

8.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 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

9.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 relationships.

10.PARENT/CARER INVOLVEMENT

Working in partnership with our parents/carers is integral to the success of this Behaviour Policy. 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
- 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:

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 hospitalisation

1. Continually reinforce expectations of positive behaviour by talking to their child at home. For children who have been involved in an incident relevant resources and information might be given to a parent for use at home
2. Actively support staff at the Nursery in implementing positive behaviour strategies
3. Be a positive role-model for their child

11. INFORMING PARENTS OF A CHILD INVOLVED IN AN 'INCIDENT'

During the nursery day young children may 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 for them to 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.

12. 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 unreserved, 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 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.

13.SUSPENSIONS & EXCLUSIONS

Persistent unacceptable behaviour from a child will result in them receiving a formal warning from staff about their actions. Staff will explain to the child why their behaviour is unacceptable and the consequences of any further such incidents. Children will be encouraged to discuss their behaviour, to explain their actions, and helped to develop strategies to avoid repeat incidents. This will also be discussed with the child's parent/carer.

Details of all warnings, suspensions and exclusions will be recorded and kept on the nursery's records. Each warning should be discussed with the child's parent/carer. All staff will be made aware of any warnings given to a child. As a last resort the nursery has the right to temporarily suspend or permanently exclude a child in the event of persistent irresolvable unacceptable behaviour.

Only in the event of an extremely serious or dangerous incident will a child be suspended from the nursery with immediate effect. In such circumstances, the child's parent/carer will be contacted immediately and asked to collect their child. Children will not be allowed to leave the premises until a parent/carer arrives to collect them.

After an immediate suspension has taken place, the Nursery Manager will arrange a meeting with the child concerned and their parents/carers to discuss the incident and decide if it will be possible for them to return to the nursery. Suspensions and exclusions should be seen as consistent, fair and proportionate to the behaviour concerned. In setting such a sanction, consideration should be given to the child's age and maturity. Any other relevant information about the child and their situation should also be considered.

Children will only be suspended or excluded as a last resort, when there is no alternative action that could be taken, or when it is felt that other children and/or staff are potentially at risk. Where ever possible the nursery will give parents/carers time to make alternative arrangements for childcare during a period of suspension.

Staff should always keep parents/carers informed about behaviour management issues relating to their child and attempt to work with them to tackle the causes of disruptive or unacceptable behaviour. No member of staff may impose a suspension from the Nursery. The decision will be the Nursery Manager's in discussion with Senior management, staff and

parents. The Directors will be kept apprised of any decisions made by the Nursery Manager and her decision will be final.

When a suspension is over and before a child is allowed to return to the Nursery, there will be a discussion between staff, the child and their parent/carer, setting out the conditions of their return.

14. 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.

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

Equality Act 2010

EYFS Statutory Framework 2021

Working Together to Safeguard children July 2018;

Keeping Children Safe in Education September 2020,

EYFS Government guidance and the Development Matters document.

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.

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