



BEHAVIOUR POLICY

Ashfield Nursery Vision

Our Vision is:-

To create a safe exciting, well planned, stimulating environment where every child and family will learn to his/her full potential and have the confidence to succeed regardless of their background or circumstances.

Ashfield Nursery School has a dynamic, positive image with a clear identity, which stands for
EXCELLENCE

We are the firm foundations building the future for each individual and the community

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. The Key person role involves a triangle of trust with themselves, the child and their family.

Aims

1. To promote an environment where children and adults feel safe, accepted, valued and respected and that their individual rights are upheld.
2. To develop an inclusive ethos where children and adults are happy and grow in confidence, care for each other and contribute to a sense of community.
3. To use developmentally appropriate strategies for children's behaviour management, which encourage and support children's self-regulation.

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.

Promote good behaviour and self-esteem by:

- Show appreciation of and value children's behaviours giving immediate feedback to raise self-esteem where possible individually – verbally, non-verbal (smile, clap, thumbs up), taking photo, crouching down to child level, eye to eye contact, physical contact as appropriate.
- Where possible, and considering at all times the safety and wellbeing of all children, ignore negative behaviour and praise the behaviour you want to see.
- Develop good relationships with children through acknowledging and extending their interests and individuality.
- Praise specific positive behaviour and interactions amongst children by giving specific positive feedback – “I like the way you are sat with your legs crossed.” “It makes me happy when.....” Plan activities/projects/themes or use stories to promote self-esteem.
- Role model positive behaviour amongst staff and parents.
- Give children opportunities for responsibility and to help other people.
- Encourage collaborative games and communal sharing time which enable young children to take more responsibility for their actions.
- Plan opportunities for children to explore emotional boundaries safely through experience and talk (e.g puppets, stories, pictures, songs. “Has Teddy hurt himself? What can we do to make him feel better?”).
- Break down activities into achievable steps to support all children, including those with SEND, to promote achievement and avoid frustration.
- Provide materials, resources and activities to value children's race, cultural identity and gender.
- Provide accessible resources so that young children can choose what they need to begin an activity independently.
- Encourage children to participate in making any rules.
- Ensure consistency of staff and routines as far as possible.
- Give parents, carers positive feedback whenever possible.

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

Challenging behaviour is a term used to describe behaviour that interferes with a child's daily life.

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 etc.

Strategies to deal with challenging behaviours:

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. Assess proximity risks.
- Name feelings and emotions as appropriate. "I can see you're feeling unhappy."

- Listen to the child but do not comply with anything which will make them unsafe e.g if a child screams, “Get Out!” move away but do not leave them. Explain why in simple language.
- 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.

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.
- If you are hurt, get medical attention and complete a form from the main office
- 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.

Bullying/Child on Child Sexual Violence and Harassment

We provide opportunities through our curriculum to develop understanding and influence how young children play together and communicate.

Negative behaviour has four key aspects:

- It is hurtful
- It is intentional
- It is repetitive
- It involves a power imbalance

At Ashfield Nursery School we:

- Work together to create a culture where sexual violence and /or harassment is not acceptable.
- Are clear about how children should behave respectfully towards each other.
- Encourage restorative approaches including supporting children to express their feelings in a safe space and apologise to each other in meaningful ways.
- Undertake empathy building activities which help young children learn how to express their feelings and recognise emotions in others, discussing the way that people are different, talking about kindness and helping others to feel better when they are upset.
- Demonstrate and model manners, courtesy and dignified/respectful relationships.
- Work with parents to ensure they understand our approach to unacceptable behaviour and relational conflict. Our key person system enables parents to report anything they might be worried about.
- Help young children makes sense of differences: present positive attitudes and messages about differences amongst us all and the benefits such attitudes bring to all people.

Staff understanding they have an important role to play in preventing, recording and responding to child on child abuse and follow child protection and safeguarding policy and procedures.

Staff Induction, Development and Support

The policy and principles regarding this policy are shared during induction and professional development is structured with the school calendar.

Monitoring and Evaluating School Behaviour

Behaviour in school is monitored and evaluated as part of the on-going school development cycle. We monitor incidents closely on a minimum of a monthly basis. If a child's behaviour is specifically challenging and there are repeated incidents in our incident book for the same child, we will monitor this more regularly via an Individual Behaviour Plan. We will call upon any outside agencies and other professionals who may help us with a child's challenging behaviour whenever this is necessary. We will make the decision to involve external support agencies in discussion with parents.