

The Enchanted Wood Day Nursery Ltd: Managing Behaviour

Achieving positive behaviour

Policy statement

Our nursery believes that children flourish best when their personal, social and emotional needs are understood, supported and met where there are clear, fair and developmentally appropriate expectations for their behaviour.

As children develop, they learn about boundaries, the difference between right and wrong and to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations our practitioners can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions. We have appointed **Sophie Spain** as behaviour coordinator's to support and advise the nursery team on their responses to challenging behaviour.

Procedures

In order to manage children's behaviour in an appropriate way we will:

- attend relevant training to help understand and guide appropriate models of behaviour
- implement our behaviour procedures including the stepped approach
- have the necessary skills and experience to support other practitioners with behaviour issues and to access expert advice if necessary
- ensure all practitioners complete the Promoting Positive Behaviour programme on Educare and are aware of our Behaviour Management Programme

Stepped approach

Step 1

- We ensure that EYFS guidance relating to 'behaviour management' are incorporated into the relevant policy and procedures

Safeguarding and Welfare Requirement: Managing Behaviour

- All practitioners are knowledgeable with and apply the Nursery's procedures on Promoting Positive Behaviour.
- The named person for Behaviour Management will complete an annual audit of the Nursery to ensure the environment and practices supports healthy, social and emotional development. Findings from the audit are reviewed by the Management Team and relevant adjustments applied.
- We ensure that all practitioners are supported to address issues relating to behaviour including applying initial and focussed intervention approaches.

Step 2

- Practitioners address unwanted behaviours using the agreed and consistent approaches applied in the initial intervention approach. If the unwanted behaviour does not reoccur or give the practitioner a cause for concern, then the normal monitoring will continue.
- Behaviours that result in concern for the child and/or others will be discussed between the key person, the Behaviour Management Coordinator and Special Educational Needs Coordinator (SENCO) or/and the Management Team. During the meeting, the key person will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc) in order to place the behaviour into context. Appropriate adjustments will be put in place and if successful normal monitoring to continue.
- If behaviour continues to reoccur and remain a concern then the key person will liaise with parents to discuss possible reasons for the behaviour and to agree next steps. If relevant and appropriate, the views of the child relating to their behaviour should be sought and considered to help identify a cause. If a cause for the behaviour is not known or only occurs whilst in our Nursery then the Behaviour Co-ordinator will suggest using a focussed intervention approach to identify a trigger for the behaviour.
- If a trigger is identified then the SENCO and key person will meet with the parents to plan support for the child through developing an action plan. If relevant, the recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan. Other practitioners in their base room are informed of the agreed actions within the action plan and help implement the actions. The plan should be monitored and reviewed regularly by the key person and SENCO until improvement is noticed.

All incidents and intervention relating to unwanted and challenging behaviour by children should be clearly and appropriately logged on an incident form and stored in the Incident folder under the child's name.

Step 3

- If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, then the Behaviour Management Coordinator and SENCO will invite the parents to a meeting to discuss external referral and the next steps for supporting their child within our Nursery.
- It may be agreed that the Common Assessment Framework (CAF) or Early Help process should begin and that specialist help be sought for the child- this support may address either developmental or welfare needs. If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, we then follow the Safeguarding and Children and Child Protection Policy (1.2). It may also be agreed that the child should be referred for an Education, Health and Care assessment, please refer to Supporting Children with SEN policy (9.2).
- Advice provided by external agencies should be incorporated into the child's action plan and regular multi-disciplinary meetings held to review the child's progress.

Initial intervention approach

- At the Enchanted Wood practitioners use an initial problem solving intervention for all situations in which a child is distressed on conflict. All practitioners use this intervention consistently.
- Using this type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.
- Periodically the effectiveness of this approach is checked and reviewed.

Focussed intervention approach

- Practitioners are aware that the reasons for some types of behaviour are not always apparent, despite the knowledge and input from key practitioners and parents.
- Only when we have considered all possible reasons, then a focussed intervention approach would be applied.
- This approach allows the practitioners and the behaviour co-ordinator to observe, reflect and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.
- We follow the STAR Analysis method which uses key observation to identify
 - S- Setting (e.g. the environment around the child)
 - T- Trigger (e.g. what was happening leading up to the unwanted behaviour)

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- A- Actions of adult and child (e.g. what the child did and the responses and actions of the practitioner)
- R- Results (e.g. How did the child respond?)

Once analysed by the practitioners, the focussed intervention helps determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid the situation) and suitable support will be put in place.

Use of rewards and sanctions

- All children need consistent messages, clear boundaries and guidance to manage their behaviour through self-reflection and control.
- Rewards are used within the Nursery such as excessive praise and stickers which can provide an immediate change in the child's behaviour but will not teach children how to act when a 'prize' is not being given or provide the child with the skills to manage situations and their emotions. Instead the child is taught how to be 'compliant' and respond to meet adult's own expectations in order to obtain a reward (or for fear of a sanction). If used then the type of rewards and their functions must be carefully considering before applying.
- Children are not labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'. However, if necessary children can be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened.

Use of physical intervention

- The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging or any form of restraint of a child such as holding down. If a child becomes upset or angry, practitioners will always speak to them calmly, encouraging the child to vent their frustrations in other ways by diverting the child's attention.
- Practitioner's would not use physical intervention or threaten any child with physical intervention in order to manage a child's behaviour unless it is completely necessary to use 'reasonable force in order to prevent children from injuring themselves or others or damage property' (EYFS).
- If 'reasonable force' has been used for any reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's personal file, which states clearly when and how parents were informed.
- Corporal (physical) punishment of any kind should never be used or threatened.

Challenging Behaviour/Aggression by children towards other children

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- Any aggressive behaviour by children towards other children will result in a practitioner intervening immediately to challenge and prevent escalation.
- If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents of the child who has been the victim of behaviour and the parents of the child who has been the perpetrator should be informed.
- The designated person will contact children's social services if appropriate, e.g. if a child has been seriously injured, or if there is a reason to believe that a child's challenging behaviour is an indication that they themselves are being abused.
- The designated person will make a written record of the incident, which is kept in the child's file, in line with the *Safeguarding children, young people and vulnerable adults* policy.
- The designated person should complete a risk assessment related to the child's challenging behaviour to avoid any further instances.
- The designated person should meet with the parents of the child who has been affected by the behaviour to advise them of the incident and the nursery's response to the incident.
- Ofsted should be notified if appropriate e.g. if a child has been seriously injured.
- Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.
- Parents should also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.

Bullying is a behaviour that both parents and practitioners worry about. Bullying is deliberate, aggressive and repeated action, which is carried out with intent to cause harm and distress to others. It requires the child to have 'theory of mind' and a higher level of reasoning and thinking, all of which are complex skills most three year olds have not yet developed (usually after the age of four along with empathy). Therefore, an outburst by a three year old is more likely to be a reflexion of the child's emotional well-being, their stage of development or a behaviour that they have copied from someone else.

Young children are keen observers and more likely to copy behaviours, which mimic the actions of others, especially the actions of people they have established a relationship with. These are learnt behaviours rather than premeditated behaviours because children this young do not have sufficiently sophisticated cognition to carry out the type of bullying an older child can do. Unless addressed early, this type of pre-bullying behaviour in young children can lead on to bullying behaviour later in childhood. The fear is that by labelling a child as a bully so early in life we risk influencing negative perceptions and expectations of the child which will impact on their self-image,

self-esteem and may adversely affect their long term behaviour. This label can stick with the child for the rest of their life.

Challenging unwanted behaviour from adults in the nursery

- At the Enchanted Wood Day Nursery we will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group. This includes negativity towards groups and individuals living outside the UK (xenophobia) and also applies to the same behaviour, if directed towards specific groups of people and individuals who are British Citizens residing in the UK.
- Allegations of discriminatory remarks or behaviour including xenophobia made in the nursery by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises and in the case of a staff member, disciplinary measures being taken.
- Where a parent makes discriminatory or prejudiced remarks to a staff member at any time, or other people while on the premises, this is recorded on the child's file and is reported to the management team. The procedure is explained and the parent asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. At the second stage the parent receives a letter requesting the parent to sign a written agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner, the third stage may be considering withdrawing the child's place.