

# Ronald Openshaw Nursery Education Centre



## BEHAVIOUR POLICY

May 2015

Approved by Governors

Signed by:.....

Chair of Governors:..... Date:.....

Minute ref:.....

Head Teacher:..... Date:.....

## **1 INTRODUCTION**

The revised EYFS (March 2012) requires that all children must be supported to learn and develop through a focus on positive behaviour management. It is recognised that a key element of this policy is the consistent understanding and implementation of it by all staff. It is a statutory requirement of the revised EYFS that there is a designated behaviour support lead who is able to offer support and advice to the staff team as any challenging behaviour issues arise, at RONEC this is the SENCO.

## **2 RATIONALE**

At RONEC, we value the well-being of all who work, play and visit here. We recognise the impact of adult behaviour models on children and the importance of mutual respect in all our interactions.

## **2 AIMS AND OBJECTIVES**

**2.1** To ensure a consistent approach throughout the setting, with clear and high expectations of children's behaviour.

**2.2** To support children in developing self-awareness and self-control.

**2.3** To work in close partnership with parents and carers to develop effective behaviour plans for all children.

## **3 KEY STRATEGIES**

**3.1** All children and families are welcomed on arrival at the setting, ensuring that the first contact of the day is positive.

**3.2** Key workers support positive behaviour by building good relationships with children and their families and by making sure a consistent approach is followed by all.

**3.3** Circle Times, stories and group times are used to teach the skills of co-operation and conflict resolution.

**3.4** Staff support children in recognising and naming their emotions and promote positive ways of expressing these: for example, through symbolic play.

**3.5** Staff acknowledge and praise appropriate behaviour.

**3.6** Staff use open body language and physical contact, such as a hug, an arm around the shoulder or offering a hand to hold, to show approval and offer support, when appropriate.

**3.7** Staff demonstrate how much they value and respect children's ideas, preferences and achievements by listening to, sharing, recording and celebrating them. (See Assessment Policy)

**3.8** In keeping with our philosophy and The London Borough of Newham policy, staff do not discipline children physically (e.g., smacking) or allow physical punishment or verbal abuse to be used with children at the setting.

**3.9** Staff and Governors are committed to challenging any incidents of physical punishment or verbal abuse of children that occur on the premises.

**3.10** All staff are trained in a range of positive behaviour management strategies/techniques including 'Conflict Resolution' and these practices are at the heart of our approach to managing children's behaviour. (Please see Appendix)

**3.11** When inappropriate behaviour is displayed staff make clear that it is the behaviour and not the child that is unacceptable.

**3.12** In these cases, children are offered choices, with expectations and consequences clearly communicated in language/signs the child can understand.

**3.13** If necessary, for example, if a child hurts someone, he/she may be removed from an activity but will remain under staff supervision.

**3.14** Whilst it is sometimes appropriate to remove a child from the current area or activity, no aspect of the Early Years curriculum will be withheld as punishment or offered as reward for behaviours.

**3.15** In the rare occasions when a child's behaviour becomes unsafe for themselves or others and other strategies have been unsuccessful it may become necessary to hold them – please refer to the Positive Handling Policy for details.

**3.16** In cases of repeated severe behaviour such as damage to property/equipment or hurting themselves or other people an individual plan will be drawn up as in 14 above.

**3.17** Bullying of any sort will not be tolerated. If anyone (staff/parents/governors) become aware of a 'bullying' incident they must report it to the Head Teacher who will retain a written record and seek resolutions through meetings with concerned parties in relation to strategies in this policy.

**3.18** All staff will be trained in Child Protection and the safe handling of children.

**3.19** Individual behaviour plans are developed with parents to support a consistent approach at home and in the setting.

**3.20** We recognise the needs of parents. Staff including our family support worker can offer advice and direct parents to support. We also provide a range of parenting support in the nursery including groups, workshops, courses and home visits. (Please see our web site)

**3.21** Please note that before children are handed over to staff at the start of sessions, and after staff have handed the children back to parents/carers at the end of sessions, **parents/carers are responsible for the behaviour and safety of all children with them.**

**3.22** We work closely with support professionals; Health Visitors, Speech and Language Therapists, Educational Psychologist, Family Support Workers, Social Workers. Where appropriate, referrals will be made after consultation with parents.

**3.23** Exclusion will be used only if allowing the pupil to remain in school would seriously harm the education, welfare or safety of the pupil or of others in the school. Only the head teacher can exclude a pupil from school. Should it ever become necessary to exclude a pupil, Local Authority guidance will be followed carefully.

## **4 SUPPORTING PROCEDURES**

**4.1** All staff are responsible for ensuring this Behaviour policy is followed at all times and is embedded in our provision for personal, social and emotional development and promoting fundamental British values.

**4.2** A termly forum meeting allows staff to share and discuss any concerns about children, including any challenging behaviours.

**4.3** The SENCO is supported to keep up to date with legislation, research and good practice on promoting positive behaviour and will coordinate with staff to offer support, advice and make referrals where needed.

**4.4** We use the SEN code of practice to support children where their behaviour is assessed as extremely challenging and needing much more than 'normal' levels of support.

**4.5** The Positive Handling Policy provides guidance on the use of positive handling at RONEC.

**4.6** Time is allotted at the induction stage for all new staff to discuss the consistent implementation of positive behaviour strategies.

**4.7** Parents/carers can access a copy of the Behaviour policy on the RONEC web site. Our approach to behaviour management is discussed and explained on initial home visits and the initial meeting with the head teacher during each child's settling in period so parents/carers can support the policy and 'Ronnie's Golden Rules' are available in the welcome book and on posters around the nursery so children, staff and families can all be aware of basic rules within the nursery.

**4.8** Parents/carers are regularly updated about their child's behaviour by their child's key worker. Staff work with families in appropriate and supportive ways where there is the need to address recurrent, inconsiderate/undesirable behaviour.

## APPENDIX TO BEHAVIOUR POLICY

### APPENDIX 1 – conflict resolution the problem solving steps

#### 1. Approach quickly and calmly

Breathe, place yourself between the children on their physical level. Use a calm voice and a gentle touch. If an object is involved in the conflict say something like **“I’m going to hold this while we talk about the problem”**.

#### 2. Acknowledge feelings

Give recognition to the feelings children are expressing by using simple descriptive words, for example

**“You look upset . . . you look upset”** Make sure the children have ‘emptied out’ their feelings before moving on to the next stage.

#### 3. Gather information

Ask the children open ended questions that will help you find out what exactly the problem is. Questions like **“What’s happening?”** or **“What’s the problem?”** or **“What’s going on?”** are useful at this stage. Repeat children’s words back to them to help them clarify their thoughts.

#### 4. Restate the problem

Say exactly what the problem is. Use words like **“So the problem is . . .”** Use the needs and details the children have described.

#### 5. Ask for ideas for solutions and choose one together

Say something like **“What do you think we can do to solve this problem?”**. Listen and let the children come up with their own ideas. Respect and explore all of the ideas even if some of them seem unrealistic. If children say they can ‘share’ explore this idea further so that everyone is clear how the sharing will happen.

#### 6. Be prepared to give follow up support

When children have reached a solution check that they are both OK with it. Summarise what is going to happen by saying something like **“so you’re going to . . . and you’re going to . . .”**. Then acknowledge that the children have solved their problem by saying words to the effect of **“You did it! You solved the problem!”** This helps to build children’s confidence in their capabilities as problem solvers.

## APPENDIX 2 – other key behaviour management strategies/techniques

- Set clear boundaries and express these using simple language/signs that children understand.
- Provide choices. (Key language = make/show me a “**good choice**”)
- Undesired behaviour can be identified as making a ‘**mistake**’ recognising that it can be corrected.
- Desirable behaviour should be praised and celebrated.
- Divert/distract. Be aware of individual behaviour need, spot early warning signs and support children with early interventions to avoid problems.
- Give warnings and consequences (example key language = “ **if you** do ..... again **then you** are showing me you don’t want .....*to have a turn/play this/sit with.....*’)
- A limited use of time is acceptable if it is use as a time for reflection and calming down. It may be time holding an adults hand or sitting. Sometimes a change of activity or redirection is more effective.
- Remember to rebuild a child’s self-esteem after their behaviour has been addressed.
- Model positive behaviour at all times.
- SEAL group sessions and whole school approaches support positive language to deal with emotions, build self-esteem and negotiate in social situations.
- ‘RONNIE’S GOLDEN RULES’- are displayed around the nursery, in the welcome book and are available on the website to ensure all staff, children and families are familiar with key behaviour expectations.

**Ronald Openshaw Nursery Education Centre (RONEC)**

**BEHAVIOUR POLICY**

**MONITORING AND REVIEW**

This policy will be reviewed every two years (see date on front cover)

All incidents requiring restraint should be logged in the incident book (see the Positive Handling Policy for details)