



**BEHAVIOUR  
POLICY**

**April 2018**

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**.

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.

Everyone at the school has:

- A right to feel safe.
- A right to feel respected.
- A right to be supported in their learning.
- A right to be treated fairly.
- A right to have property kept safe.
- A responsibility to make sure that other people's rights are respected

## **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 HOME SCHOOL PARTNERSHIP**

**3.1** We believe in strong and effective partnerships between parents/carers and school as parents are their first and most enduring educators (see parent/partnership policy).

**3.2** We believe it is our responsibility to manage the behaviour of children in our care and parents will not be told of minor issues.

**3.3** However, parents will be consulted if there is a significant change in behaviour, a pattern of negative behaviour or of serious incidents.

**3.4** Parents will not be used as a "threat" e.g. to be called if a child has misbehaved.

**3.5** Parents can be offered support through discussing issues with the child's key-person, class teacher, the Behaviour Lead or the Head Teacher.

3.6 They may be referred onto parenting support groups run at the Children's Centre or in the community, Early Childhood Psychologists or to Child and Family Consultation Service

3.7 We request that Parents/Carers will :

- act as positive role models
- support the school and centre in reinforcing boundaries of acceptable and unacceptable behaviour
- feel confident that staff will take seriously any unpleasant incidents

#### 4. KEY STRATEGIES

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

4.2 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.

4.3 We have a few simple rules at nursery which everyone is encouraged to follow:

**We are kind to each other and use our gentle hands.**

**We listen to each other**

**We use our words to talk nicely to each other**

**We look after our nursery.**

**We use walking feet indoors**

If children forget or have not understood the rules they will be reminded in a positive way: either by a positive statement on what we would like the child to do e.g. "please walk inside" rather than "don't run" or by redirecting the child e.g. "you can run as much as you like outside"

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

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

4.6 Staff acknowledge and praise appropriate behaviour.

4.7 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.

4.8 Staff demonstrate how much they value and respect children's ideas, preferences and achievements by listening to, sharing, recording and celebrating them.

4.9 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.

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

4.11 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)

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

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

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

4.15 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.

4.16 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.

4.17 More persistent or significant difficulties will be raised with parents/carers and brought to staff meeting for discussion, resolution and consistent strategies.

4.18 Where appropriate, individual behaviour plans are developed with parents to support a consistent approach at home and in the setting.

4.19 All staff are trained in Early Help, Safeguarding and Child Protection and the safe handling of children.

4.20 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.**

4.21 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.

4.22 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.

## **5 SUPPORTING PROCEDURES**

**5.1** 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.

**5.2** Every month the staff 'Forum' meeting allows staff to share and discuss any concerns about children, including any challenging behaviours.

**5.3** 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.

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

**5.5** The Positive Handling Policy provides guidance on the use of positive handling.

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

**5.7** Parents/carers can access a copy of the Behaviour policy on the school 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.

**5.8** 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.