

Behaviour Policy

Section 1: Vision and Values Statement

Our policy is underpinned by the Equality Act 2010. We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We aim to develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. Positive behaviour, politeness and good manners are praised and encouraged. We provide a framework for staff consistency in establishing clear boundaries according to the child's level of understanding following a therapeutic approach to managing behaviour. We effectively manage behaviour that is not acceptable such as bullying. (See also Anti-bullying policy)

Section 2: Universal Provision

To create and support the positive emotional wellbeing and behaviour of all children the following processes and practices are adopted:

- Positive mind set boards where children's photos are added to positive emotions / attributes eg 'independent iguana', 'kind koala'
- Staff adopt a therapeutic approach to behaviour which in practice means talking to children in a positive tone and non-judgmental manner
- Golden Rules are formulated by Pre School children as a shared set of behavioural expectations and revisited across the year.
- Staff do not talk when carpet time is on, and only set up quietly out of children's line of vision
- Usual boundaries and differentiation are clearly defined inside and outside
- Inclusive practice is encouraged with a range of differentiation used
- Everyone is responsible for upholding the core values.
- Anything relating to behaviour that is underpinned by a SEND need should be incorporated in the child's support plan.

Section 3: Reasonable Adjustments

Bernadette Lee & Julie O'Kelly ensure Equality Acts are adhered to by making reasonable adjustments to ensure all children can access the setting and outside space.

- Baseline and observation checks ensure early identification of SEND and subsequent reasonable adjustments
- Cohort analysis allows for the early identification of the needs of children in vulnerable groups and disadvantaged children and learners to enable reasonable adjustments
- Equity does not mean equality
- The key worker alerts the SENCO of any concerns. She/they decide what steps must be taken, discuss with parents and if necessary draw up a support plan

- Examples of reasonable adjustments may include but are not limited to a child with suspected or confirmed hearing and/or sight problems sat at front during carpet time, reminded to wear spectacles/hearing aids
- Use of buggy/wheelchair
- Supply of specialist equipment eg dark den (for sensory overload), weighted hug vest
- Systems to ensure medication is accessible safely (both in emergency and non-emergency situations)

Section 4: Pro social Emotional Wellbeing & Behaviour

Staff understand and prompt behaviour which is considered developmentally appropriate (as exemplified in EYFS).

- Pro social behaviours are defined by our positive mind set boards eg Listening Ladybirds, Helpful Hippo, Persevering Penguin
- The social norms we use include 'kind hands', 'walking feet', 'listening ears', 'inside voices', 'that made me happy', 'how do you feel?'
- Staff recognise prosocial experiences and feelings which promote and motivate children to achieve pro social behaviours
- Staff respond to pro social behaviours with specific praise
- Staff use de-escalation and preventative strategies rather than focusing solely on reactive strategies eg 'you can listen from there', 'I'm here when you are ready',
- Staff offer limited choice eg 'Its time for snack –apple or banana?', 'put the car away in the box or on the table'. 'are you going to sit on your chair or on the carpet?'
- Staff actively teach children how to develop relationships through
 - Role modelling
 - Consistency
 - Scripts and routines
 - Positive phrasing
 - Planning
 - Reward, feedback and recognition
 - Comfort and forgiveness
- Antecedent /Behaviour/ Consequence observations (ABC's) are used in a pro social way
- All staff aware of how to complete ABC's

Section 5: Anti-social Emotional Wellbeing & Behaviour

This section relates to behaviour that could cause disruption to a group activity or the setting/environment.

- 'Anti-social emotional wellbeing' and 'anti-social behaviour' are defined as those actions that are detrimental to oneself or others
- Behaviour can be developmentally appropriate, and assessments need to be completed to establish this
- Babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this. They rarely understand 'sorry' and are not required to say, or show they are 'sorry'.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. If such episodes are frequent, we try to find out the underlying cause, for example change or upheaval at home, frequent change of carers or 'separation anxiety'

- Behaviour suppression is **not** sufficient to create lasting changes to behaviour
- Risk reduction plans/support plans are used for children displaying difficult/dangerous behaviour or children with an underlying SEND
- Circle time is a safe space for children to discuss anti-social feelings/behaviours. When children naturally display anti-social behaviours staff respond to this in a non-judgmental way eg 'I can see you're angry..' acknowledging and naming the emotion.
- Physical punishments are never used or threatened. Instead, children's attention may be diverted; children or adults are withdrawn from a situation or the environment is made as safe as possible to avoid a child causing injury to themselves or others e.g. removing a group from the book area leaving the child to have a tantrum on the carpet.
- Techniques intended to single out and humiliate individual children such as the 'naughty chair' or 'time out' are not used or threatened.
- Staff do not shout or raise their voices in a threatening way to respond to inappropriate behaviour. They may ignore, divert attention and/or praise a child next to the one having difficulties.
- One to one adult support is offered when children behave in unacceptable ways to help them see what was wrong and how to cope more appropriately.

Section 6: Difficult and Dangerous Behaviour

Generally difficult and dangerous behaviour describes behaviour or circumstances which will predictably result in imminent injury or serious harm. This includes harm to self or others, damage to property.

- Wherever possible staff use targeted praise, preventative strategies, and de-escalation strategies
- Staff are aware that behaviour can serve a purpose and all behaviour has a function
- Processes for tracking and analysing dangerous/unsafe behaviour are used to plan for and mitigate against future events eg ABC observations
- Risk reduction plans are completed according to the individual child
- Risk reduction plans for individual children are clearly communicated with all staff by displaying them with only child's initials shown
- Actions and responses should be appropriate to the needs of the individual child they are being used for and will need to be adjusted in accordance with their emotional state
- Physical intervention is used only as a last resort with minimum force and minimum time. This may be appropriate to prevent an accident, injury or damage

Section 7: Support from External Agencies

A range of support is sought for children who are experiencing poor emotional wellbeing or behaviour difficulties. This might range from systemic support for Ladybirds through to inseting support for individual children. Hertfordshire's Early Years SEND offer includes the following:

- i) general emotional wellbeing and behaviour advice and support (via Inclusion 19 Development Officers)
- ii) individual case consultancy (via Specialist Advisory Teachers for EY)
- iii) support with transitions and sign posting to further support
- iv) support for children who are at risk of being excluded
- v) behaviour-related training sessions (in line with Hertfordshire STEPS)

Strategy.

- External agencies may be used to support poor emotional wellbeing and behaviour such as Emotional Wellbeing and Behaviour Specialists (Hannah Fyffe) , Educational Psychologists, Behaviour Outreach, Family Centres, Health Visitors, DSPL7, Integrated Services for Learning (ISL), CAMHS, PALMS, EY Advisory teachers, Play Therapists
- Adopting the most appropriate tiered level of support from the EY Emotional Wellbeing and Behaviour offer
 - Tier 1: Prevention and early identification (Universal)
 - Tier 2: Getting Advice and Signposting (Universal plus) Tier 3: Getting Help (Targeted)
 - Tier 4: -Getting More Help (Targeted plus)
 - Tier 5: Getting Risk Support (Specialist)
- Senco and /or EY teachers make any referral on single service request form
- Parental consent that is sought for any referral
- Staff are informed what support from external agencies may look like and how it is managed at Ladybirds.

Section 8: Communication with parents/carers and Recording

- Parents are informed on the same day any challenging behaviour has occurred through verbal feedback, or failing this by email or Blossom app
- Children's behaviour is not discussed with staff or parents in front of them, or others, as far as is practical.
- An incident record is kept for unacceptable episodes of behaviour. It is a factual, non-judgmental account completed asap after the behaviour occurred. These may include racially abusive comments (these must have a large red 'R' in the top right hand corner). Other severe isolated incidents such as disruptive behaviour, bullying (verbal, physical or emotional) or acts or comments that give rise to concern require an incident record. Parents are requested to sign the incident record to confirm their awareness of this incident. This record should be made by the staff member who dealt with the issue then placed in the lockable filing cabinet. There is an incident record proforma.
- Bernadette Lee & Julie O'Kelly support keyworker and Senco and liaise with parents to follow up (identified on incident proforma)
- Senior Management Meetings have safeguarding and SEND as standing items so incident reports are reviewed

Section 9 Safe Touch-Physical Interventions

This section outlines the physical interactions that are acceptable for staff to use in daily interactions with children. Physical intervention is where practitioners use reasonable force to prevent children from injuring themselves or others or damaging property. All physical interventions are a way of strengthening a verbal message. None of the physical interventions listed result in:

- a negative impact on the process of breathing
- pain as a direct result of the technique
- a sense of violation

Physical Intervention	Do we do this?	When do we do this?	Why we do this
A hug (child stands, adult briefly puts one arm	yes	- If a child has sustained an injury and cannot	- To help your child feel safe and happy.

around the child's shoulders).		<p>self-soothe with verbal encouragement</p> <ul style="list-style-type: none"> - If a child cannot settle after transition away from parent/carer - If a child has had an upsetting experience - If a child requests a hug. 	<ul style="list-style-type: none"> - To provide comfort. - To help your child feel calm following an upsetting incident (co-regulation). - To help your child-return to their activities in a faster way.
A lap sit (child sits sideways on adult's lap for as brief period as possible)	yes	<ul style="list-style-type: none"> - If a child has sustained an injury and cannot self-soothe with verbal encouragement - If a child cannot settle after transition away from parent/carer - If a child has had an upsetting experience 	As above
To hold a child's hand (not wrist) whilst going for walk	yes	<ul style="list-style-type: none"> - When leaving the nursery building and going into Highfield Park. 	<ul style="list-style-type: none"> - To ensure your child stays safely with the group.
Offer a child your open palm to encourage them to hold your hand. Lead them to carpet. Pat floor so they know where to sit.	yes	<ul style="list-style-type: none"> - If a child refuses to join the carpet or group session 	<ul style="list-style-type: none"> - To help your child-return to their activities in a faster way. - To help your child re-join their social group
Use reasonable force by lifting the child off the unit holding under both armpits	yes	<ul style="list-style-type: none"> - If a child has climbed on top of an unstable unit 	<ul style="list-style-type: none"> - To prevent your child from injuring themselves or others or damaging property
To hold a baby/toddler using both hands for support especially of head / neck area	yes	<ul style="list-style-type: none"> - If a baby / toddler wakes up crying - If a child has had an upsetting experience 	<ul style="list-style-type: none"> - To provide comfort. - To help your child feel calm and reassured
To rub the tummy or back of a baby/toddler	yes	<ul style="list-style-type: none"> - If a baby / toddler struggles to drop off to sleep 	<ul style="list-style-type: none"> - To help your child relax and fall asleep
To lift a baby/toddler in or out of their seat harness or cot by holding them under each arm pit and lifting them up to ensure their legs are clear of the straps	yes	<ul style="list-style-type: none"> - If a baby/toddler needs to sit securely at the table 	<ul style="list-style-type: none"> - To prevent your child from injuring themselves and falling off chair
To support the back of the neck of a child having a tantrum on the floor and arching their back with both your hands	yes	<ul style="list-style-type: none"> - If a child has had an upsetting experience - If a child is very upset 	<ul style="list-style-type: none"> - To reduce risk of child injuring themselves
Restricted breathing or hyperflexion. This could occur where adult arms, the child's own arms or	no		

their clothing is held in a way that could restrict the free movement of the abdomen, diaphragm and chest.			
Dragging or pulling a child. This could occur where staff attempt to move a child holding a hand or wrist and pulling on an extended arm	no		

Section 10- Placement Breakdown

- In extreme cases we reserve the right to suspend a child's place if their behaviour is detrimental to the safety, learning and behaviour of themselves and others
- If this decision is reached we will have considered the SEND Code of Practice and Equality Act, whether funding is received such as Inclusion Funding, High Needs or Local High Needs, whether an EHCP is in place and any Safeguarding/child protection issues

(See also Anti-bullying policy)

This policy is also relevant to EYFS commitments:
1.1,1.2,1.3,2.2,2.3,3.3 & 4.4

Rewritten following whole staff INSET on Therapeutic Approaches to Behaviour February 2023