



Flo's Nature Nursery

Promoting Children's Positive Behaviour Policy

Flo's Nature Nursery aims to encourage positive behaviour in order to create a calm environment in which children feel happy and safe and learning can flourish. We believe that children develop best when their personal, social and emotional needs are understood, supported and met and 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, how to consider the views, 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 key staff can help identify and address triggers for the behaviour and help children reflect, regulate, and manage their actions.

Procedures

Children of all ages respond best to clear and consistent boundaries. Staff working with all children need to provide and reinforce such boundaries through a framework of positive guidance, compassion and support. Helping children to make kind and respectful choices towards oneself and others and to begin to exercise self-regulation through co-regulation with skilled adults, is the foundation of our approach.

We will ensure all staff attend relevant training to help understand and guide appropriate behaviour. The Behaviour Coordinator will support staff with issues relating to behaviour including accessing expert advice, if necessary. Our current behaviour coordinator is:
Tanja Fletcher

Clear expectations of behaviour will be conveyed to children in the following ways:

- Adults modelling expected ways to behave (using good manners, caring for others, self-control)
- Using clear routines and instructions – all the time, including before activities, during outside play and when moving around the building. Clear and simple instructions, regularly reinforced will help children understand what is expected of them. Transitional songs help the children know what is happening next, e.g. the 'make a circle' song initiates group time.

- Ground rules – the use of rules for inside, the garden and any activities - can easily provide a clear framework of expectations. These ground rules will be created with the children at the beginning of term. Referring back to these constantly helps remind children how to behave.
- Ongoing ‘talk’ and commentary about expected behaviour (eg – “after lunch we are going to the cosy corner to look at books” or “I can see you are reading, we always put books back when we are finished”) embeds expectations into everyday routines

It is important that all staff are aware of and follow this policy and associated guidelines for responding to challenging behaviour consistently.

Challenging Behaviour in children and young people

Most children experience social difficulties at some time in their development. We use an initial problem solving intervention for all situations in which a child is distressed or in conflict. 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.

Disruptive Behaviour

There can be different triggers for disruptive behaviour, but staff should seek to understand why the child is displaying this behaviour. Is there an underlying reason, such as being hungry, thirsty or tired? It is important that staff have realistic expectations of children in line with their age and stage of development. Language is important - rather than calling a behaviour ‘attention seeking,’ staff need to recognise that the child is reaching out for support, as they are at that moment unable to regulate their own emotions. Staff should help the child to co-regulate. They need to be in tune with the child’s emotions and know their interests and motivations to help them be calm again and redirect their behaviour. Sometimes a child may benefit from a change of environment to be able to find a calmer and constructive state of mind. Being a small setting with a strong focus on connection means staff know the children very well and will be able to support them while they learn to self-regulate.

Aggressive behaviour

Aggressive behaviour often stems from a child's inability to exercise self-regulation. Staff will help the child to co-regulate, as above and use consistent phrases, such as *I can see you're feeling angry, it's ok to be angry, but it's not ok to hit someone when you're feeling angry. You could punch a bean bag instead.*

Focused intervention

Whilst most behaviours can be resolved using the above procedures, sometimes despite the knowledge and experience of staff, the challenging behaviour is ongoing. Where we have considered all possible reasons, a focused intervention approach should be applied. This approach allows the keyperson and behaviour coordinator to observe, reflect, and identify causes and functions of undesired behaviour in the wider context.

We follow the **ABC** method which uses key observations to identify:

- A)** an event or activity (**antecedent**) that occurred immediately before a particular behaviour,
- B)** what **behaviour** was observed and recorded at the time of the incident, and
- C)** what the **consequences** were following the behaviour.

Once analysed, the focused intervention should help 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 a situation) and suitable support can be applied.

If the unwanted behaviour does not reoccur or cause concern then normal monitoring will resume.

Ongoing challenging behaviour

Ongoing behaviours that result in concern for the child and/or others, such as hitting, kicking, biting, pulling hair or destruction of property, will be discussed between the key person, the behaviour coordinator and Special Educational Needs Coordinator (SENCO) and/or manager. During the meeting, the keyperson 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 to practice will be agreed and if successful normal monitoring resumed.

If the behaviour continues to reoccur and remains a concern then the keyperson 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 trigger is identified then the SENCO and keyperson will meet with the parents to plan support for the child through developing an action plan. If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan. Other members of the staff team should be informed of the agreed actions in 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.

As part of the plan, all incidents and interventions relating to challenging behaviour by the child should be clearly and appropriately logged on family and parents asked to acknowledge.

Next Steps

If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, then the behaviour coordinator and SENCO will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting.

It may be agreed that the 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, staff will follow the Safeguarding Policy. It may also be agreed that the child should be referred for an Education, Health and Care assessment (See Supporting Children with SEND policy) if appropriate.

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.

Use of rewards and sanctions

All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.

Rewards such as excessive praise and stickers may provide an immediate change in the 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, a child is taught how to be 'compliant' and respond to meet an 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 considered before applying.

Children will never be 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. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.

Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is 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 of the 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 file, which states clearly when and how parents were informed.

Corporal (physical) punishment of any kind will never be used or threatened.

Challenging Behaviour/Aggression by children towards other children

Any aggressive behaviour by children towards other children will result in a staff member 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 the behaviour and the parents of the child who has been the perpetrator should be informed.

The designated person will make a written record of the incident, which is kept in the child's file on family; in line with the *Safeguarding* policy.

If their behaviour poses a concern, the designated person should complete a risk assessment related to the child's challenging behaviour to avoid any further instances.

The designated person informs the parents of the child who has been affected by the behaviour to advise them of the incident and the setting's response to the incident.

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.

Date last approved by trustees: July 2023

Date to be reviewed: July 2024