

Behaviour Management

Aim

At Lake View Nursery, we believe that children flourish best when they know how they are expected to behave. Children gain respect through interaction with caring adults who show them respect and value their individual personalities. Positive, caring and polite behaviour will be encouraged and always praised in an environment where children learn to respect themselves, other people and their surroundings. We also teach children about values, showing by example and encouraging them to learn their values, such as respect, friendship, forgiveness, gratitude and honesty.

We believe children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the nursery, we aim to set these boundaries in a way which helps the child to develop an understanding of the significance of their own behaviour and its impact on their own environment and on those around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

Children will thrive in an enabling environment which promotes effective learning. Managing behaviour helps contribute towards this peaceful and comforting environment.

Characteristics of Effective Learning – Development Matters 2021

Playing and Exploring	Active Learning	Creating and thinking critically
Finding out and exploring - What areas / activities are they drawn to? - Do they prefer to work in a group / alone? - Do they initiate activities themselves or join in an existing one with a group? - Do they think aloud describing what they do?	Being involved and concentrating - Do the children keep focused on a self-initiated activity for a long period of time? - Are they concentrating and involved in the activity without being distracted? - Do they show care with what they're doing? - Do they demonstrate concentration through silence or thinking aloud?	Having their own ideas - Do they try something different rather than follow what someone else has done? - Do they address a problem with a strategy? - Retaining independence - not asking for support even if it takes longer to achieve the outcome.
Using what they know in their play - In play do they draw on experiences from home / outside school? - Do they act out situations in the role play area? - Are they confident in finding tools, materials and resources they need for a particular project or idea?	Keeping on trying - Do children show persistence - not giving up even if it means starting again? - Do they ask for help / support if they need it? - Do they discuss solutions for challenges with peers / adults or work things through themselves?	Using what they already know to learn new things - Do they understand patterns and predictability of events? - Talks about / explains how their process links to a previous experience. - Do they draw upon knowledge or experiences not immediately related to their activity?
Being willing to have a go - Levels of persistence - do they give up at first hurdle or keep trying? - Are they eager to try new ideas or do they stay with what they are familiar with? - Are they able to talk about / review what they've done if things haven't worked? - Do they work best with continual support or prefer to get on with activities themselves?	Enjoying achieving what they set out to do - Is there a sense of satisfaction and pride when they have completed an activity; do they want to show / tell people? - Do they relish challenges and continually try to make things better? - Do they evaluate themselves and try different things as a result? - Are they 'intrinsically motivated' - achieving things for themselves as opposed to adult praise?	Choosing ways to do things and finding new ways - Are they confident in using a 'trial and error' approach and talking about why some things do / don't work. - Choosing different ways of approaching activities and adopting if it doesn't work.

Procedure

“Providers are responsible for managing children’s behaviour in an appropriate way.” – Statutory Framework September 2021.

We believe that the most effective way to guide behaviour is through role modelling and positive reinforcement. We have consistent expectations for behaviour that are addressed by all members of staff:

- Each room has a familiar routine and organization which will lead to an atmosphere of calm and a sense of purpose.
- There is a consistent promotion of values such as mutual respect, courtesy and kindness.
- Adults are observant and supportive. They make sure that the children’s needs are met, and that each child is happily engaged and at ease.
- Each child is supported to enjoy the freedom of choice without threatening the freedom or enjoyment of others in the group.
- Appropriate behaviour is noticed, celebrated and valued.
- Children are encouraged to develop self-discipline as well as to follow instructions from staff.
- Staff gain a child’s full attention before giving any instructions or directions.
- Staff will demonstrate visually to the child what to do as well as give verbal instructions.
- Staff keep rules and boundaries simple and consistently apply them.
- Staff identify behaviour that is unacceptable such as swearing, bullying, or physical violence and ensure appropriate steps are taken to discourage and manage.
- We keep a clear and strong partnership with our families enabling us to communicate well. Where appropriate, Behaviour Plans will be completed with families.

We recognize that every child is different and may show challenging behaviours for a large variety of reasons. Our staff will always seek to identify the cause of the behaviour where possible. By finding the cause of the behaviour, our staff will be better equipped to help children work through their emotions together. ‘Time Out’ is not part of our standard behaviour policy and a child will never be isolated following challenging behaviour. There may be times when staff feel a child needs to be removed from a situation in order to help them calm down, but staff will always stay close to the child if this is the case. If a parent requests a time out as a strategy for their child, a Behaviour Plan will be completed.

Our aim, through behaviour management, is to lay the important foundations to equip children with the skills to self-regulate when their emotions are becoming overwhelming. We recognize that this is a complicated skill that benefits from adult support and early years are crucial for this input. If a situation arises where a child is angry or upset, staff will name the emotion that they see, such as “I think you’re feeling sad”. By naming this emotion, it will help children to recognize it themselves. Staff will use their professional judgement on which level of language is appropriate, though with older children this can take the form of a conversation, such as “I think you’re feeling sad. Maybe because you’ve hurt your leg?”. This can develop further as staff model ways to regulate. “When I’m sad, I like to cuddle my teddy”.

Children of all ages will have access to self-regulation toys, such as fidget spinners or squashy toys. These will be offered to children when staff can see that they are overwhelmed and staff will stay with them, modelling self-regulation using the toys. In younger rooms, toys such as teethers will be given to a child who is biting others to try to re-direct them.

Where possible and appropriate, negative behaviour will be ignored. Staff will direct their attention to whoever is impacted by the negative behaviour, such as another child if their

tower has been knocked down, or another staff member if a toy has been mistreated or broken. That person will receive comfort and positive attention, such as “Oh dear, your tower was knocked down! Let’s work together to build it up again. Well done!”. A child will never be expected to say sorry for their behaviour, though this would be welcomed if they choose to do so. Instead, children will be encouraged to come to see the person they’ve upset and check that they are okay. They won’t be told they have to speak, although if they choose not to, staff will instead model the desired behaviour, saying “You were sad because your friend hurt you. Are you feeling okay now?”. Showing sensitivity to other people’s feelings and modelling this as a positive interaction will help to set this behavioural expectation.

If a child hurts another, the impacted child will be comforted by staff and given lots of positive attention. Another staff member will go to the child that has hurt another and help them self-regulate. If they are upset, self-regulation toys will be provided. If they are calm, staff will talk through the situation with them. Staff will always consider the child’s age and understanding when talking through behaviour, especially when the child is feeling overwhelmed. Short, simple sentences will be used to avoid overloading a child. For example, it may be appropriate to explain to an older child “Biting hurts *child’s name*, they are sad. Let’s check if they are okay”, whereas with a younger child it would be more appropriate to simplify this with “Biting hurts. *Child’s name* is sad”.

Physical Intervention

The safety of all children and staff is of paramount importance therefore strategies and procedures may be used if it is deemed that a child is at risk to themselves or poses a risk to others. Corporal punishment or the threat of such is never used within the nursery however there may be times when we feel we need to physically remove a child from a dangerous situation.

A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention⁵⁷ was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child’s behaviour if absolutely necessary. Providers, including childminders, must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable. – Statutory Framework, 2021.

Rewarding good behaviour

Good behaviour is always noticed and celebrated. Praising good behaviour demonstrates to children what will gain the staff’s attention and works towards discouraging negative attention-seeking behaviour.

There are many ways to positively reward good behaviour:

- Verbal praise – specific praise such as “you tried really hard to finish the puzzle” or “you climbed up the steps even after you fell down” will celebrate the achievement, rather than a non-specific “good girl/boy”. This is a great opportunity to invite others to join the praise as well, whether it’s other children or other staff. Encouraging children to praise their peers helps instil mutual respect.
- Body language, such as clapping, smiles and eye contact, helps demonstrate to a child who may not fully understand language.
- Physical – a cuddle, high five, stroke on arm, pat on the back.

- Tokens such as stickers and lolly sticks (for the preschool rewards board) can be really encouraging for children. The distribution of these types of rewards will be kept equal and staff will consider the individual achievements of each child when it comes to handing them out.

It is important to remember that praise can also form part of a constructive experience surrounding challenging behaviour. Drawing on the positives of a situation can help turn it into a learning experience for a child when they see that they get positive attention for something such as telling the truth or showing concern for another child that is upset.

Supporting Children and Parents

- If we identify a child or parents that need extra support with behaviour management, a discussion will take place between the parents and the child's key worker. This may need to be organised as a meeting.
- Staff will discuss what the challenging behaviours are and talk through strategies to help manage them, both at home and in the setting.
- A written strategy will be documented in a Behaviour Plan, which will be signed by the key worker and parent, and a date will be set for review.
- Parents will be kept informed of how the plan is working at handover time.
- Where necessary we may involve outside agencies, such as our local Early Years Advisor, to give additional advice and support for behaviour management. Prior to doing this, we would seek consent from parents. Should parents decline this support, this will be documented on a Refusal Letter.
- Meeting with external agencies will give staff suggestions to help manage the behaviour and, if applicable, can lead to obtaining funding to support a child.

Failure to comply with behaviour management procedures outlined in the policy will result in disciplinary action.

Exclusion and Reduced Attendance

At Lake View Nursery, we are committed to providing an inclusive environment where every child is welcomed and supported to achieve their full potential. We recognise that behaviour is a form of communication and will always seek to understand the reasons behind a child's behaviour before considering any further action. Where a child displays persistent behaviours that place themselves, other children or staff at significant risk of harm, or where the nursery is unable to safely meet the child's needs despite implementing appropriate strategies and reasonable adjustments, we may need to consider temporary alternative arrangements.

Before any decision is made, we will:

- Work closely with parents/carers to understand the child's needs and agree consistent strategies.
- Develop and regularly review a Support Plan.
- Seek advice and support from relevant professionals and outside agencies where appropriate.
- Consider whether additional support, funding or reasonable adjustments can enable the child to remain safely in the setting.
- Ensure that any decision complies with our duties under the Equality Act 2010 and the EYFS Statutory Framework.
- Where it is considered necessary, the nursery may temporarily:
 - Reduce a child's attendance pattern while additional support is implemented.
 - Request that a parent/carer collects their child early on a particular day if the child's behaviour presents an immediate and ongoing risk that cannot be safely managed.
- Agree a phased return following a period of intensive planning and support.

Permanent exclusion from the nursery will only ever be considered as an absolute last resort after all reasonable adjustments, support strategies and external professional advice have been explored. Any such decision will be made by the Nursery Manager and Directors, will be fully documented, and discussed with parents in advance wherever possible.

Our priority will always be the safety and wellbeing of all children and staff whilst continuing to work in partnership with families to achieve the best possible outcomes for every child.