

Behaviour Policy



Written by: Low Hill Nursery School

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Low Hill Nursery School

Behaviour Policy

Rationale

We believe that all members of our Nursery School are entitled to a calm, purposeful happy atmosphere where quality and embedded learning occurs. Children should feel valued and respected, free from humiliation and encouraged to learn from their mistakes.

Low Hill Nursery is proud to be a Wellbeing School and the wellbeing of our families are at the centre of everything we do. We provide a safe, trusting and non-judgemental environment for all our families. We will strive to eliminate prejudice and discrimination, and to develop a supportive and secure environment where all children can flourish and feel safe.

We believe that the adults in our school should feel included in a whole team approach to behaviour where they are able to share responsibilities, skills and knowledge. All opinions should be taken into account but a whole school policy is essential in order to ensure consistency in managing behaviour in our school.

Aims

1. To prevent unwanted behaviours and encourage wanted behaviours.
2. To develop positive dispositions for learning.
3. To ensure a calm and purposeful environment.
4. To ensure all children are valued and respected.
5. To develop a consistent, whole team approach ensuring children know and understand behaviours expected of them.
6. To role model excellence.

What impacts on behaviour:

- Attachment
- Trauma
- Experiences – role models
- Reinforcement
- Learning difficulties
- Communication needs

Remember: All behaviours carry a message.

The Iceberg Theory:

Behaviours present and are visible as is the top of the iceberg. Below the water are hidden aspects of behaviour – the underlying factors.

Managing unwanted behaviour.

`Difficult` behaviour is not deliberate and it is not personal.

Remember the child is trying to communicate. What is he/she is trying to tell us?
What is impacting on the behaviour? Plan for change over time.

Planning for positive behaviour.

- What is the problem? – observe, talk to others, be specific.
- Why does it happen? – empathise - ` a day in the life of`
look for the communication intent.
- Check for medical or sensory explanation
- When does it occur?
- How are we going to deal with it?
- What positive skills can we teach the child?
- Plan for one change at a time.

Record your findings on the star pro-forma see Appendix 1

It may be appropriate for children who have specific behavioural needs to have individual behaviour plans. These will be formulated with staff and parents together and reviewed regularly with other professionals where necessary. See Appendix 2.

At Low Hill Nursery school practitioners will use the STAR model.

Settings:

- environmental
- personal

Triggers – what`s setting the behaviour off?

Actions – Observable behaviour

- What behaviours are you seeing?
- How are you acting?
- Are the adults reacting? How?

Results – Positive or negative

- Social
- Sensory
- Material

STAR helps us to manage behaviours.

Staff/adults in the nursery will document behaviours where necessary (See Appendix 1).

Strategies

- **Time In NOT Time Out.**
- We will sit with a child who is having a difficult moment. The child can express their feelings and calm down. Adults will empathise with the child's feelings and often just quiet connection is all that is needed. Time in gives a vital opportunity for teaching emotional regulation and when the child feels that their needs are being considered they will be better able to process their feelings and with adult support, they will learn how to label and manage these feelings. Children will not feel isolated, shamed or scared. The Child has the time needed to properly process a range of feelings. Time in offers an opportunity to find out what the message is and what the child is needing.

Remember the child's developmental level of understanding

- **Adjust your communication if necessary**
 - Signs, symbols, objects, visual support.
 - Reduce your language – simple, clear.
 - Modulate your voice – whisper/sing/adjust volume.
 - Use Makaton or PECS where appropriate.
- **Reward the behaviours you want to see more of.** Immediate rewards are more effective. Behaviours that are rewarded are more likely to be repeated – (whether desirable or not!).
- **Positive Reinforcement** Provide praise where this is appropriate with a ratio of 3:1. Be specific about what you like e.g. I like the way you shared your blockswell done.
- Seek out the child and praise often. Praise other children around the child. Adults praise each other.
- **Change the environment**
 - Eliminate barriers to desirable behaviours.
 - Eliminate temptation.
 - Make it physically impossible for behaviours to occur.
 - Make routines consistent.
- **Distract and divert**
 - Know the child's motivators and have these to hand to divert attention away from the unwanted behaviour
- **Model desirable behaviour**
 - Be consistent and shape the behaviours over time. Hand over hand or hand under hand.
- **Define the behaviour you want to stop**

- Be positive. Not “stop kicking” but “please keep feet still”.
 - What do you want the child to donot emphasise what you don't want to do.
 - Criticise the action **never** the child.
- **Set limits**
 - Clarity
 - Simple
 - Enforceable and realistic
 - Give a choice
 - Win – Win situations
 - First` - `Then` phrases – use up daily timetable
 - Reinforce rules.
- **The F Word**
 - Use a positive context then the word `finished`.
 - Once you use the word you must finish.
 - One minute warning – use object of reference or symbols.
 - Makaton.
- **Ignore challenging behaviour (if safe and appropriate).** If early intervention methods like discussion have failed, ignoring undesirable behaviour is a great method. This means no eye contact, no verbal exchange, and no physical contact.
- **Issue one command at a time.** Use the child's name before the instruction. It's tempting to string a chain of commands together – but resist the urge. One command at a time is much more effective because too many requests lead to confusion and frustration. Equally, give children time to respond. Instead of repeating yourself – give two or three minutes for a child to process and follow the command.
- **Positive handling approaches**
- Staff at Low Hill have been trained in TEAM TEACH which is a positive behavioural support approach. As part of this 12 hour training staff have been taught positive behaviour management and handling strategies which reduce the need for physical intervention and restraint. This training aims to help transform a wide variety of workplaces and relationships, equipping individuals and teams to manage challenging behaviour and conflict safely and respectfully, driving positive outcomes. More information on Team Teach can be found at www.team-teach.co.uk
- Interventions must always be:
 - in the best interests of the child
 - proportionate to the circumstances it is intended to prevent
 - necessary
 - recorded clearly and accurately on 'Safeguard'
 - shared with parents/carers

Communication with Parents/Carers

Low Hill Nursery School is a calm and caring environment, in the event of a child hurting another child then parents and carers will always be informed.

Low Hill Nursery will communicate with parents when we have observed a change in a child's behaviour or if a child has hurt another child. We want to work in partnership to ensure that all children's needs are being met.

Summary

- Try to make sure that the child always achieves success.
- Always end interactions/activities on a positive
- Remember the 5 p's:
 - **P**lanning and **P**erseverance
 - **P**roduces
 - **P**rogress with **P**roblems.

Two more P's – **P**ractise makes **P**erfect

Emma Johnson
January 2020

Chair of Governors

CHILD'S Name|_____

KEYWORKER _____

DATE _____

SETTING:

TRIGGERS:

ACTIONS:

RESULTS:

STAR
MODEL