

Behaviour Policy



Approved by:	Full Governing Body	Date: June 2024
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At Haven Nursery School we believe that children should learn through exploration and fun, within a challenging environment, supported by a caring staff working in partnership with parents. We value each child as a unique individual and we wish to promote this by placing relationship at the heart of our approach to behaviour management. All children will be encouraged to behave in a responsible manner, both to themselves and others, showing consideration, courtesy and respect for other people and their environment, whilst being supported by emotionally available adults.

Principles

- We prioritise strong adult-child relationships based on trust, empathy and respect as the starting point for supporting children's social and emotional development.
- We adopt emotion-coaching responses to behaviour management, paying high regard to attachment and trauma theory.
- We recognise that young children are at the early stages of learning to relate to others and to understand and manage their feelings and ability to regulate their behaviour. We believe in the positive approach to behaviour where the role of adults is to help children feel safe and secure in school and to guide and nurture children as they develop these skills.
- We are consistent with clear expectations and guidelines for acceptable behaviour within Haven, however we respond to the unique circumstances of each child and family and adapt our approaches to respond to individual needs, abilities and circumstances.

- We recognise that children develop at their own rate and that some may need more support than others. Adults seek to understand the underlying reasons for a child using a particular behaviour and use this understanding to identify strategies to support the child.
- We recognise the importance of working in partnership with parents in developing strategies to support individual children at school and in the home.
- Adults are important role models for children and set positive examples in their interactions with children, parents, visitors and other members of staff.
- We seek to provide a supportive environment for parents and members of the school team as they carry out their role in enabling young children to thrive.
- We believe that the children in our care must have a positive self-image and high self-esteem.

Aims

In implementing this policy, the staff at Haven Nursery School aim to help children self-regulate and demonstrate behaviour appropriate to their stage of development. This will be taught within an environment which is friendly, secure, stimulating and interesting, where adults are emotionally available and responsive to the individual needs of all children.

Promoting Positive behaviour

1. Adults seek to form strong relationships with the children in their care. High quality, positive interactions between adults and children are the corner stone of every day practice in the nursery. Adults get to know children well and understand their strengths and unique circumstances.
2. Adults working with children at Haven understand the importance of being emotionally available. They have a secure understanding of attachment and trauma theory and the potential impact of Adverse Childhood Experiences (ACEs) on a young person's development.
3. We provide a predictable nursery environment and routine which reflects the age and stage of children in the nursery area they attend and gives children opportunities to make their own choices as well as take part in adult-initiated activities.
4. We support young children to learn to make relationships with other people. We provide opportunities to develop social skills with peers through role modelling and activities such as turn taking. This is supported if appropriate by visual resources such as wait cards.
5. We aim to promote the development of children's confidence and self-esteem by providing a learning environment that builds on children's strengths and provides appropriate challenge. Adults are careful to reduce frustrations, for example, by providing sufficient materials for co-operative play and coaching them through the daily challenges.
6. We encourage children to have consideration for other people and to take care of their environment. Adults use positive reminders to encourage children to follow the expected behaviours for example, "feet on the floor" instead of "don't climb, get down" or 'Please walk' rather than 'Don't run'.
7. Adults notice when children are using positive behaviours and consideration towards others. They give children specific feedback e.g. "Giving your friend a turn was kind" "you're feeling proud, you put away the things you had used, and now you are proud of yourself".
8. We use emotion coaching strategies to support children to recognise and label their feelings and to develop strategies to begin to manage their feelings (e.g. I think you're cross, you're

cross because you have to wait for a turn and you don't want to wait). We extend this by empathising with the child's emotions (e.g. I would be cross too if I didn't want to wait for something).

9. We set clear limits on behaviour, which respect the boundaries in place within the nursery (e.g. I know you're cross, it is OK to feel cross but you CANNOT kick things). Language used is appropriate to the age and stage of the child.
10. Adults encourage and support children to work out solutions to their own problems and conflicts rather than relying on the adult to sort the problem out for them. However, adults are available to support this when needed. This may happen at the time or later. It may not be appropriate for this to happen in every situation. Staff will make a judgement on this.
11. Adults support children in situations when they have found it difficult to manage their feelings and therefore found it difficult to regulate their behaviour because of this. Adults help children to label the feelings they experienced and let the child know that the adult understands (empathy). Adults help the child to think about what they could do in a similar situation in future.
12. Adults recognise that for some children particular times of the day can be quite challenging, for example transitioning from one thing to the next. All adults in Haven use a consistent approach for the individual child, for example using consistent cues such as objects, pictures, symbols or songs when transitioning children.

Within each area of the Centre, children will be encouraged and helped to discuss and to negotiate the boundaries and expectations for their particular group according to their level of development and understanding.

Individual Support Plans

A small number of children may need extra support to learn to self-regulate and manage their feelings and behaviour either at home or in Haven. Some children may experiment with behaviours such as biting, punching, kicking, pinching, etc. as part of their development / communication.

At Haven, we believe that it is very important to understand the underlying reasons for the child using a particular behaviour as quickly as possible. Parents and staff will talk about behaviour that is causing concern and jointly plan how to support the child. This may include a Support Plan or One Page Profile which sets out specific strategies for everyone to follow.

The approach includes looking at a range of factors that may affect the child's behaviour:

- Physical environment
- Curriculum
- Child's ability to communicate
- Teaching new skills
- Reinforcement for appropriate / inappropriate behaviour
- Home factors
- Proactive and reactive strategies for intervention (strategies that will help to avoid the behaviour happening in the first place / strategies to use when the behaviour does happen)

Use of Restrictive Physical Intervention

Restraint should be avoided wherever possible; however, it is recognised that there are very occasional times when it may be necessary. The main reason for using restraint is to keep people safe. Restraint may decrease the risk of injury to both staff and children. Restraint may be justified to prevent a child:

- injuring themselves or others (e.g. attacking staff or other children)
- damaging property

All staff must be familiar with the Policy for Physical Handling and the circumstances when Restrictive Physical Intervention (RPI) can appropriately be used. This guidance is in accordance with guidance from Hampshire County Council. Staff are made aware of this as part of their inductions and it is reviewed annually with all staff. This policy is available to parents on request.

Roles and responsibilities

The Headteacher has responsibility for the overall monitoring and evaluation of behaviour and for reporting to the Governing Body. Where necessary the Headteacher will liaise with parents and other agencies where there are particular concerns.

The Lead Practitioners are responsible for behaviour management within their nursery areas and ensuring that all staff members receive regular training on Haven approach to supporting children's social and emotional development. The SENCO, in conjunction with the Lead Practitioner, has responsibility for monitoring children's behaviour within the nursery in liaison with staff. Any concerns will be reported to the Headteacher. Behaviour incidents will be recorded by staff using CPOMs.

The nursery staff are responsible for implementing the behaviour policy. They are also responsible for devising support plans for individual children when needed. Support and advice is available for all staff from the leadership team, SENCO and from the Educational Psychology Service.

All members of staff need to be aware of the potential for 'bullying' behaviour. Any member of staff who is concerned about such behaviour must report it to the Lead Practitioners.

Monitoring and Evaluation

1. Behaviour issues are discussed between staff on a regular basis.
2. Specific areas of difficulty are identified and discussed at regular leadership team meetings with the Headteacher. This is done through monitoring of CPOMs incidents.
3. Individual Support Plans are discussed with parents and reviewed after a set period of time
4. Headteacher monitors records made of incidents of restrictive physical intervention (RPI)
5. Headteacher reports to Governing Body as part of the Head Teacher's Report.