

Behaviour Policy

The health, safety and well-being of each child is paramount to us therefore we have this policy so that we can help to maintain positive behaviours from all, for all. We model positive behaviours, respect and manners, as part of our daily routine so that this is embedded within the child's understanding. Sharing and caring being our class motto. We understand that children may display challenging or negative behaviours for many different reasons, so it is crucial that we understand each child, their background, their experiences, and their current situations and their feelings. Parental communications with key workers should be open and honest.

We understand occasionally children need their own time and space and that it is not always appropriate to expect a child to share immediately without adult supervision and guidance. It is important that the child understands their own feelings, can express their own feelings in a safe space with adults and peers who really care about them. We assist children in helping them to understand how others may be affected by their actions. We provide a calm environment with specific spaces for relaxation and reflection, the sensory shed and cosy corners.

Through circle time, focus time, free play discussions and planned activities we will help children to understand their own feelings in certain situations, others' feelings, and how best to control themselves so not to result in negative behaviours.

We help the children to write their own set of nursery rules to ensure they feel that the environment is consistent and fair, and to enable them to understand that bullying, fighting, hurting and discriminatory behaviours/comments are not acceptable behaviours.

We hold the same high expectations of any adult connected to Tina's Tots and any abuse of any kind will not be tolerated.

This policy provides everyone with the guidance required to ensure a consistent and positive approach to children's behaviour.

To sooth, calm and support children prior to displaying unwanted/challenging behaviours light pressure touch and deep pressure touch may be used by staff (stroking arm or face, one part of body touching (knee, arm), holding hand or arm, hug from adult or teddy/blanket). Key workers will identify their individual needs during their settling in process or as things change.

Staff and children are prohibited from inappropriate touching of others including in private areas of the body for unnecessary reasons. (Necessary reasons only include for personal intimate care – nappies and toileting, cleaning and changing).

Children will not be secluded or isolated at any time.

All actions carried out will be for the best interests of the child and will be reasonable, proportionate and necessary.

LADO and Ofsted will be informed and an investigation carried out, should a child come to any marks, injuries or harm due to interventions of an adult for challenging/unwanted behaviours. A member of staff acting instinctively, in the heat of the moment, but in good faith and with the best intentions may be seen to have acted within reason.

Any complaints regarding the way behaviours have been handled should come to the nursery manager for an investigation to be carried out. Should the complainant not be satisfied with the handling or investigation process or result, they should make this known to the nursery manager and Ofsted.

Records of behaviours and any interventions will be recorded and kept securely and confidentially, in line with our data protection policy and data protection law. Any records written by staff on behaviours or interventions will be factual and written alone to provide a detailed account from one's perspective.

Staff will:

- Think carefully about their facial expressions, body language, eyes, tone of voice and the words they use to create a calm, happy safe environment.
- Having good communication with children and listening to what they are telling us, staff will come to understand the child's needs and triggers for unwanted/challenging behaviours.
- Read behaviours and anticipate what might happen to avoid crisis.
- Formal risk assessments will be created on individual challenging behaviour to ensure children keep themselves safe and others are also safe from physical and emotional harm.
- Dynamic risk assessments may be done in real time if something changes, and a written/formal version created to record this.
- Be mindful of others personal and intimate space ensuring interactions deescalate situations not intimidate or aggravate.
- Hold high expectations for children's behaviour, ensuring they understand the rules, rights and responsibilities of everyone at Tina's Tots.
- Have high expectations of their own behaviour.
- Empathise with children do not patronise.
- Make an effort to catch children 'doing it right'.
- Provide routine and structure so that children understand what comes next, what is expected of them and when it is appropriate to act in a particular way.
- Use the challenging behaviour ladder to offer a consistent, fair approach to unwanted behaviours.
- Use distractions, redirections, change and space to think to ensure children are happy, engaged, interested and have the opportunity to gain attention for positive rather than negatives.
- Treats may be given for good behaviours of individuals or groups.
- Be a positive role model, demonstrating respect, kindness and care.
- Ensure children have the choice to do the right thing, have the tools to make the right choice and are praised for making the right choice.
- Encourage children to participate in different types of play and social interaction including group activities, developing caring, sharing and skills in taking turns.
- Provide a calm environment where children feel safe to ask for help.
- Model and demonstrate that it is ok to ask for help.
- Facilitate discussions around feelings, actions and expectations.
- Gather the child's voice to create nursery rules which they buy in to.
- Show professional love to children, nurturing and supporting each individual.
- Provide simple instructions of which the child at their stage in development can understand.
- Use picture illustrations to support verbal communication.
- Provide equal opportunities for all, ensuring an inclusive practice, where all children can access the learning and have shared experiences.
- Provide verbal praise and explain to children what it is they have done well to enable them to feel valued, successful and respected.
- Promote good manners.
- Promote healthy eating and a positive attitude towards food.
- Encourage children to give new foods a try (children should try each element of a meal in order to be provided with a pudding).
- Encourage children to show respect and consideration for nursery equipment, resources, and others' belongings.
- Provide children with opportunities and the tools to control their own behaviours.
- Observe children's behaviour and the triggers for such behaviours, work on strategies to support positive behaviours and identify actions to avoid minimising escalation.
- Liaise with parents about behavioural responses for their child.
- Recognise the individuality of all children.

- Support each child in developing self-esteem, confidence, and feelings of competence.
- Build a strong, positive, professional relationship with their key children and families.
- Should consider why a child is behaving in a certain way and if there is a reason for this.
- Communicate openly with parents/carers during meet and greet.
- Update their own knowledge and understanding of children's behaviours through training.

When children present unwanted/challenging behaviours, we will:

- Use the challenging behaviour ladder to ensure consistency and a fair approach.
- Not single out or humiliate the child in any way.
- Redirect children towards alternate activities and a discussion will take place with the particular child or children at a level they will understand.
- Hold circle times to help children understand the expectations, rules and boundaries in nursery.
- Hold discussions around health eating, healthy choices and the effects on our bodies.
- Lower the voice and speak slower to children to calm and minimise the escalation.
- Not physically punish any child in any way.
- Not physically restrain a child unless to prevent physical harm to others, themselves or serious damage to the property – Team Teach strategies will be used with the caring c hands and supportive hug hold by those trained in Team Teach.
- When physical contact is the last resort, we will use minimal force for the shortest time.
- When physical contact has been used to hold or restrain a child a report will be logged, presented to parents and details kept for 75 years.
- Assess the behaviours, patterns etc by observing triggers and consequences, logging this on a behaviour report.
- Inform parents if their child has been unkind or shown unacceptable behaviours. Parents may be asked to attend a meeting and put a behaviour plan in place.
- Keep confidential records of negative behaviour, these may include parents' comments in connection with these behaviours.

If unwanted behaviour continues, we may:

- Use the challenging behaviours ladder – distract, redirect, change, space to think.
- Create an individual behaviour plan with parents which will identify triggers of behaviours, sign and symptoms that behaviours may present, what to do when a behaviour occurs and what to avoid. Wherever possible strategies should mirror at home and at nursery.
- Set targets and deadlines.
- Involve outside agencies to assist with behaviour.
- Review and discuss next steps together with parents, Tina's Tots and any other agencies involved.

Referrals

Referrals may be made to the following with parents' consent:

- SENIT team.
- Speech and language team to assess whether there is a communication need.
- GP/Health visitor/Health care professionals.

Written: 23.07.21

Written by: C Smith + K. Adams

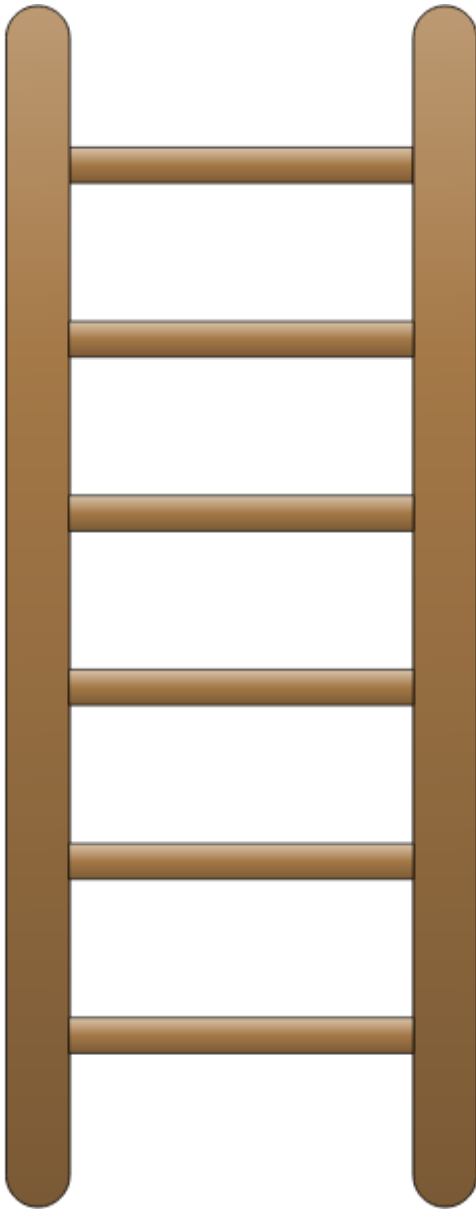
Review date: July 2022

Reviewed 29.03.22

By: C Smith

Shared with parents: 29.03.22

Tina's Tots Challenging Behaviour Ladder



Step 1 – First unwanted behaviour

“No thank you, I would like you to...” “Do you think you could do...”

Adult to use a picture card to consolidate their understanding of what has been said if appropriate.
Adult to **distract** or model expected behaviours.

Stage 2 – Second unwanted behaviour

“Can you remember when we spoke about...” “Let’s recap...”

Adult to **redirect**, ensuring they are engaged and gaining positive attention when doing the right thing.

Stage 3 – Third unwanted behaviour

“If I see this behaviour/action again we will need some time out to think.” “Can you ...”

Adult may use a demonstration to recap and confirm the message. **Change** the situation, activity, or environment to eliminate the opportunities for repeated unwanted behaviours.

Stage 4 – Fourth unwanted behaviour

“I am giving you some time to think about what we have discussed and the behaviour I have seen.”

Child will be placed in a safe, quiet **space to think** about their behaviour with the adult. Recap the expectations once the thinking time is complete.

Should a child reach stage 4 twice within a session or cause physical harm to another, their behaviours will be placed on a behaviour report, shared with parents, and monitored.

Sharing and Caring