



Tilbury Nursery,
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ACHIEVING POSITIVE BEHAVIOUR

POLICY STATEMENT

- Every child deserves the very best start in life and the support that enables them to fulfil their potential - **EYFS Sept 2014**.
- Equality of opportunity and anti-discriminatory practice, ensures that every child is included and supported - **EYFS Sept 2014**.
- We have responsibility to operate an effective behaviour policy that encompasses preventative strategies.
- Staff need to feel that they are able to manage unsafe behaviour, and to have an understanding of what challenging behaviours might be communicating.

Our Nursery believes that children flourish best when their personal, social and emotional needs are met, in an ordered environment and where there are clear and developmentally appropriate expectations for their behaviour, which are achieved in an atmosphere of mutual respect and encouragement.

We believe that children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the Nursery program for promoting personal, social and emotional development. Children talk about how they and others show feelings, talk about their own and others behaviour, and its consequences and know that some behaviour is unacceptable.

- There are occasions when staff will have cause to have physical contact with children for a variety of reasons: to comfort a child in distress, to reinforce praise, to direct a child, for activity reasons [personal care and physical activities] - **Herts STEPS**
- In all situations where physical contact between staff and a child takes place, staff follow **Herts STEPS** intervention procedures.[see procedure section]

It goes without saying that we believe that our children, our staff and visitors need to be safe, and to know that the staff around them are able to manage them safely and confidently.

Only for a very small minority of children will the use of physical intervention be needed. On such occasions, acceptable forms of intervention are used [see procedure section]

Physical intervention is any intervention that uses touch. Physical intervention can be where practitioners use reasonable force to prevent children from injuring themselves or others or from damaging property. **EYFS Sept 2014.**

The use of force to manage harm is supported by Herts County Council and Herts STEPS

- Restrictive physical intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions.
- Restrictive intervention will only be used in circumstances when the legal criteria for its use are met.
- Staff will only use it when there are good grounds for believing that immediate action is necessary and that it is in the child's and/or other people's best interests for staff to intervene physically - **Herts STEPS**

Our approach to intervention is for intervention to be - reasonable, proportional, necessary and in the best interest of children, staff and property. Legal defense is based on evidence that:

- Reasonable force can only be regarded as such if the circumstance of an incident warrants it.
- The degree of force must be in proportion to the circumstances of the incident and the seriousness of the harm it is intended to prevent- **Herts STEPS**. Procedures are in place for supporting and debriefing children and staff after any incident of restrictive physical

intervention, as it is essential to safeguard the emotional well-being of all involved at these times - **Herts STEPS**

- In the unlikely event, [as we will follow Herts STEPS policies and procedures] any disputes which arise will be dealt with according to our safeguarding and complaints policies.

Procedures

The Manager and Deputy have overall responsibility for our program for supporting personal, social and emotional development, including issues concerning behaviour. The Manager and Deputy attend STEPS Training and roll the practice out to the other members of staff during Team Meetings. All members of Staff are aware of supporting personal, social and emotional development in line with this, from the moment the children enter our nursery.

We require all key persons:

- To keep her / himself up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
- To access relevant sources of expertise on promoting positive behaviour, within the EYFS and STEPS programs for supporting the children's personal, social and emotional development. (See EYFS welfare and learning requirements 2014 and STEPS 2016 guidelines]
- To attend relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training. (See nursery training log and staff meeting minutes)
- To attend an annual refresher course with regard to STEPS training run by the Herts for Learning team.

Specific boundaries governing the behaviour of the group are discussed and agreed upon and explained to all staff. We teach positive behaviour by:

- Fostering Positive Relationships.
- Positive Role Modelling.
- Consistency of approach.
- The use of agreed scripts and routine.
- Positive Phrasing.
- Planning an environment and activities that address children's individual needs.

- Planned observations, assessment and reflection on children's behaviour to inform future planning.
- Reward and positive reinforcement.
- Comfort and Forgiveness (STEPS 2019).

We recognize that ways of interacting with other people may vary between cultures and require staff to be aware of - and respect - this in their approach to everyone involved in our Nursery.

- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy. (Refer to nursery code of conduct for staff in policy document).
- We familiarize new staff and volunteers with our Nursery - Achieving Positive Behaviour policy and practice document [See Induction document in Nursery Cupboard]
- We expect all members of our Nursery - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents/carers to address any recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies we use with children who engage in inconsiderate behaviour

- Children will understand by modelled behaviour and explanation of what is expected of them at Nursery.
- We ensure that we are consistent with our expectations, so that the children have the security of knowing what to expect, and can achieve/work towards achieving, consistent positive /acceptable behaviour.
- Children are expected to be polite, to care for each other's well-being and to show respect for people around them
- Any child who is finding this difficult is encouraged by positive action to develop acceptable behaviour.

CHECK LIST:

- Is the behaviour developmental, medical, habitual? (EYFS developmental matters Sept 2014).

- What feeling is overwhelming the child?
- What experience is overwhelming the child?
- Action - manage the child's experience or feelings/possible adverse behaviour.

Working with children's feelings and experiences creates an inner discipline leading to long term change (STEPS 2019).

Managing Conscious Behaviour

Reminders of success

Rewards

Celebration and Recognition

Clear Expectations

Limited Choices

Consistent Consequences [limits to freedom] a consequence being something that logically/naturally follows on from an action.

Dis-empowering.

Managing Subconscious Behaviour

Recognition and celebration

Rewards

Smiling, clapping, laughing

Task support

Discussion

Lowering task expectation

Adapting the activity [differentiation]

Managing the stimulus

TOOLS TO USE:

Tilbury Nursery Positive/Expected Behaviour Script.

De-escalation script- STEPS 2019

Conflict resolution guide- High Scope

Roots and Fruits Guide- STEPS 2019

Individual Risk Management plan -STEPS 2019

(Examples at back of policy document)

- Staffs are required to adopt a positive attitude to the children's behaviour with regard to care, friendliness and courtesy.
- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We adopt a de-escalation script, de-escalation body language, give the child space.
- In any case of inconsiderate behaviour it is made clear to the child that it is the behaviour and not the child that is unacceptable. [see 'Conflict Resolution' High Scope Approach]- STEPS 2019
- We praise and reward good behaviour.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence and self-discipline using positive phrasing, limited choice, disempowering the unwanted behaviour and giving consequences.
- We recognize that each child is unique, with regard to cultural and religious backgrounds, ethnicity, gender age and stage of development. Every child is valued and treated with respect.
- Our aim is to spot and diffuse any potential inconsiderate /unacceptable behaviour[see de-escalation script STEPS 2019]. If this is not effective then the child is removed from the situation which is causing anxiety or stress to a location where they can be continually observed and supported until they are ready to resume their normal activities [STEPS 2019]. The inappropriate behaviour is explained, but the final decision is left to the child as to when they feel they are ready to play properly.

- We support each child in developing a sense of belonging to our Nursery, so that they feel valued and welcome.
- We aim to avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- We do not use techniques intended to single out and humiliate individual children.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately.
- We deal with inappropriate behaviour sensitively and appropriately without physical threats or any kind of physical punishment.
- We will only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property [see Policy section of this document].
- Details of an event when either physical intervention has been necessary and or any really adverse behaviour has been observed (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the manager and or the deputy and are recorded in the Accident/Incident File in the nursery cupboard and a copy held in the child's personal file. The child's parent(s) is informed on the same day, the details are shared with the key person and copies are signed and dated. In the case of a repeat of negative behaviour Focused observations and ABC forms are completed, along with an individual risk management plan/behaviour management plan and reviewed half termly and next targets set with parents/carers and key person/Manager.
- Any such incidents are dealt with as soon as possible after the event, a brief verbal update is held with the staff to put in place any immediate action and then addressed in more detail - at the weekly team meeting.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We use a firm tone but without shouting or raising our voices in a threatening way, to respond to children's inconsiderate behaviour.

Children under three years

- When children under three years old behave in inconsiderate ways we recognize that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.

- We recognize that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to begin to manage their feelings and talk about them to help them to resolve issues and promote understanding (See 'Conflict resolution' - High Scope).
- If tantrums, biting or fighting are frequent, we will try to find out the underlying cause - such as a change or upheaval at home or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.
- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

Rough and tumble play and fantasy aggression

Young children may engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognize that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt, see appendix. More specific strategies may be used for individual children according to their needs.
- We recognize that fantasy play also contains many violently dramatic strategies, e.g. blowing up and shooting, and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong. However our Nursery actively discourages this type of fantasy play and the use of Nursery equipment to construct guns etc giving simple explanations of how people can get really hurt by them and how sad we feel that is.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognizance of the feelings of the person whom they have hurt.

- We recognize that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them. We will help them manage these feelings.
- We offer support calming the child who is angry, as well as the one who has been hurt by the behaviour.
- We respond to a young child's rage in a calm and supportive manner.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognize that young children require help in understanding the range of feelings they experience. We help children recognize their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalize their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathize with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry".
- We model behaviour to support children to develop strategies to resolve conflicts. For example a child snatches a toy away from Adam, "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one".
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. Children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.

- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognizing their emotional needs by fostering good relationships with both the children and their parents.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt. We may suggest the child gives the upset child a hug or place their hand on their shoulder to show that they are sorry.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together.
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals.

Bullying

We would take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterized by **intent** to hurt, often **planned**, and accompanied by an awareness of the impact of the bullying behaviour.

It would be **EXTREMELY** unusual for a child under five years old to have reached this developmental stage and be capable of bullying.

In the unlikely event of this behaviour happening at our nursery we would take the following steps:

- We show the children who have been bullied that we are able to listen to their concerns and act upon them.
- We intervene to stop the child who is bullying from harming the other child or children.
- We explain to the child doing the bullying why her/his behaviour is not acceptable.
- We give reassurance to the child or children who have been bullied.
- We help the child who has done the bullying to recognize the impact of their actions.
- We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practice and reflect on considerate behaviour.
- We do not label children who bully as 'bullies'.
- We recognize that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others.

- We recognize that children who bully are often unable to empathize with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour.
- We discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour.
- We share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.
- All incidents are recorded in our Nursery Incident Book which is stored in a secure, locked cupboard, which all parties are asked to sign.

TOOLS TO USE

Tilbury Nursery Positive/Expected Behaviour Script.

De-escalation script- STEPS 2016

Conflict resolution guide- High Scope

Roots and Fruits Guide- STEPS 2016

Individual Risk Management plan -STEPS 2016

Focused Observation Form

ABC form

Behavioural Support Plan

Review Form

Useful Documents at Nursery

EYFS developmental matters Sept 2014

EYFS welfare requirements Sept 2014.

- Behaviour in the early years By Angela Glenn - Stored in Nursery cupboard
- Managing children's behaviour By Dr Hannah Mortimer - Stored in Nursery cupboard

Other useful Pre-school Learning Alliance publications

- Reflecting on Behaviour (2010)
- The Social Child (2007)

Useful contacts

- Potters Bar Health Visitors team 01707 653286 ext. 4069
- Furzefield Children's Centre Outreach Coordinator: 01707 850566
- PB1 Children's Centre Outreach Coordinator: 01707 658547
- Local Social Workers: contact County Hall Social Services, Pegs Lane, Hertford, SG13 8DF. Telephone: 01992 588757. Website: www.hertsdirect.org/safeguarding
- STEPS trainers: (Inclusion Development Officer) 07580744824
- Specialist Inclusion Worker 07827254252
- STEPS county 01707281587
- STEPS quality control 01603303365

This policy was adopted at a Management Committee meeting of Tilbury Nursery

Held on

_____ (date)

Date to be reviewed

_____ (date)

Signed on behalf of the Management
Committee

Name of signatory

Role of signatory