



## Batford Nursery School & Day Care

### BATFORD DAY CARE LTD BEHAVIOUR MANAGEMENT POLICY

<b>Version</b>	1.0
<b>Based on Model Policy</b>	Not applicable
<b>Review body:</b>	Day Care Manager
<b>Date issued:</b>	September 2018
<b>Review frequency:</b>	Annual
<b>Target audience:</b>	All stakeholders

<b>Version</b>	<b>Date</b>	<b>Notes</b>
V1.0	September 2018	Shared policy with Batford Nursery School

Batford Nursery School and Day Care is committed to:

- Safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- Eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.
- Promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs: any school member or visitor expressing opinions contrary to fundamental British Values, including 'extremist' views, will be actively challenged.

**BUILDING STRONG FOUNDATIONS FOR OUR CHILDREN**

Batford Nursery School and Day Care, Holcroft Road, Harpenden AL5 5BQ

**Section 3 Statutory Framework for the EYFS**  
**3.1 – The Safeguarding and Welfare Requirements**

*'The safeguarding and welfare requirements are designed to help providers create high quality settings which are welcoming, safe and stimulating and where children are able to enjoy learning and grow in confidence.'*

This policy should be read in conjunction with the Anti-bullying Policy.

## **1. Rationale**

Batford Nursery School & Day Care expects high standards of behaviour and conduct from children, staff and parents to ensure the safety and happiness of everybody in the setting.

## **2. Behaviour Policy Statement**

Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

## **3. Aims and expectations of the Behaviour Management Policy**

- To promote positive relationships by working with all adults and children to create an environment in which everyone can make a positive contribution and feel valued and respected.
- To teach children to behave in socially acceptable ways and to understand the rights and needs of others.
- To promote an inclusive environment which supports the diverse needs of all adults and children.
- To work in partnership with parents/carers in supporting children's personal, social and emotional development.
- To work with other agencies where appropriate, to ensure that a child or family receive the best and most relevant support for their needs.

## **4. Methods**

We expect the Day Care Managers to:

- keep up to date with legislation, research and thinking on promoting positive behaviour and responding to children's behaviour where it may require additional support;
- access relevant sources of expertise on promoting positive behaviour.
- ensure that all staff have relevant in-service training on promoting positive behaviour and keep a record of staff attendance at this training.

All staff have a responsibility for supporting personal social and emotional development including issues concerning behaviour.

- We expect all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.

- We expect all members of our setting, children, parents, staff, volunteers and students to keep to the guidelines, requiring these to be applied consistently.

We expect parents to support their child's learning and development.

### **Strategies for supporting children**

- We expect everybody to listen to the children.
- We expect everybody to speak to the children with a positive tone.
- We support each child in developing a sense of belonging in our setting, so that they feel valued and welcome.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support children's transition both within the setting and to other settings and prepare them for the move to school.
- We support social skills through modelling behaviour, activities, drama and stories.
- We praise and acknowledge considerate behaviours such as kindness and willingness to share as a way of encouraging all children to develop these behaviours.

We use the visual aids of 'Batford Owls' to support our agreed learning behaviours;

#### **To look after things**

#### **Be helpful**

#### **Good listening**

#### **Be kind**

#### **Do things by myself.**

- We ensure that there are sufficient resources and activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We encourage children to find their voice, to inform staff about upsetting incidents and also learn to say no.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- We are aware the sharing and turn taking takes time to develop.  
*Development Matters*  
*PSED Managing Feelings and Behaviour 30-50 months*  
*"Begins to accept the needs of others and can take turns and share resources, sometimes with support from others."*
- We only pick children up in circumstances where deemed necessary, e.g. to remove a child from danger. (This does not include children 0-3 years)
- We use Makaton/symbols to support our communication and explanations to children when talking to them about their behaviour.

- We expect 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.
  - These strategies should use language that focuses on considerate behaviour and positive phrasing rather than the negative. "Please remember to use kind hands when you are playing with your friends".
  - Solutions may also include acknowledgement of feelings "I can see you are feeling cross and angry because you would like a turn with the train".
  - Explanation as to what was not considerate and to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "I can see that you would like a turn but pushing is not kind and it hurts".
  - Solutions to help resolve conflict and to gain control of feelings. "When you have calmed down/stopped crying you can go and use your words and ask for a turn, saying 'Can I have a turn now please?' or 'When you have stopped crying let's see if we can find another train so that we can be friends and play together.'
- Children may be removed from a group or activity if their behaviour is disrupting other children or threatening their safety. It may sometimes be necessary to remove the group rather than the child to avoid undue physical force. Staff will support children to understand why their behaviour was inappropriate. More disruptive or challenging situations will be brought to the attention of the Day Care Manager.
- Adults must be mindful of not isolating themselves with a child when unacceptable behaviour is being dealt with, to protect themselves from allegations of malpractice.
- We recognise that some young children may not have the necessary language or find dealing with their own emotions, such as fear, anger, distress difficult to regulate. They may have tantrums, fight or bite and require a sensitive response from adults to help them deal with these emotions and resolve issues.
- We recognise that some children engage in fantasy play that involves rough and tumble, superhero or weapon play. This type of play is normal for young children and is acceptable within limits. If this play becomes inconsiderate then appropriate adult intervention and support will be used.
- We will make every effort to discuss with parents any significant issues that occur on the same day and to work together with them to address any issues to try and prevent incidents such as this reoccurring.
- 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.
- Aggressive incidents that are intentional will be logged on CPOMS and parents will be informed of the circumstances of what has occurred.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. All staff are aware of the main reasons for very young children to engage in excessive hurtful behaviour.

- We work in partnership with children's parents to address reoccurring inconsiderate behaviour. Parents are regularly informed by the nursery teacher or child's key person about all aspects of their children's behaviour. We use observations and analyse behaviour to understand the cause. We use ABCC charts (Antecedent, Behaviour, Consequence, and Communication) to record this. We are consistent in our approach and with the appropriate response. This may include involving other professionals from other agencies and implementing individual learning plans or risk assessment management plans.
- Staff use professional knowledge and judgement in situations involving physical contact with children. Working with such young children means that physical contact can occur in a variety of circumstances e.g. comforting a distressed child, holding a hand on a walk, giving a child a 'side on' cuddle as a means of praise.
- We take hurtful behaviour very seriously. 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. Incidents of racial abuse will be logged on the Child Protection Online Management System (CPOMS) and reported to the Directors.

## **5. Record keeping**

- When a child has hurt another child, displayed inappropriate behaviour or has shown challenging behaviour on a more regular basis it is recorded on CPOMS. When there are more frequent challenging behaviour practitioners use the ABCC which is recorded on CPOMS.
- Where a child continues to display negative behaviour the key person and SENCO will work in partnership with the parent/s using records to establish an understanding of the cause.
- Parents/carers will be invited to a meeting and an Individual Behaviour plan (IBP) will be decided together. The emphasis is on improvement through positive strategies and inclusion, enhancing the child's self-esteem while making clear what behaviour is unacceptable and the effect of this behaviour.
- Regular monitoring of the incidents logged on the CPOMS enables us to address repeated actions before they develop into regular patterns of inappropriate behaviour.
- Serious behaviour management issues, and how these have been dealt with, will be reported to the Directors within the termly Day Care Manager's report.
- Withdrawing a child's place in the Day Care will only be used as a last resort, in response to a serious breach, or persistent breaches, of the Day Care's behaviour policy; and where allowing the child to remain in the setting would seriously harm the education or welfare of the child or others in the Day Care.
- Should parents or carers be unhappy with any aspect of Batford Day Care or its behaviour management procedure they should discuss the problem with their Key Person in the first instance. Anyone who feels unable to talk to their Key Person or is not satisfied with their comments should ask to speak to the Day Care Manager. In the event of a formal complaint parents/carers should follow the procedure in the 'Complaints Policy'.

Staff attended STEPS TRAINING JULY 2018 and use this guidance in their everyday practice

### **Positive Physical Management**

There are occasions when staff will have physical contact with children for a variety of reasons e.g. to comfort a child, to reinforce praise, to direct a child, for personal care and physical activities.

In all situations where physical contact takes place staff will consider the child's age and level of understanding, the child's individual characteristics, health and history and the location.

If a child is likely to be at risk from harm if staff do not physically intervene, staff will take action. The action that will be taken will be dependent on the risk assessment that is made at the time. Staff will record the use of physical interventions and ensure the Day Care Manager is informed. Details of such an event are recorded on CPOMS (Online record keeping tool). Parents/Carers will be informed.