



Hoyle Nursery School

A Policy For

Behaviour Management

"EXCELLENCE FOR CHILDREN"

This policy sets out to define a code of appropriate behaviour for Hoyle Nursery School.

Aims

The School aims to promote a positive ethos that encourages children and adults to treat each other with care and respect.

We aim to promote positive relationships by working in partnership with all adults and children to create an environment in which everyone can make a positive contribution and feel valued and respected.

We aim to promote the School ethos by building upon existing parent/child relationships enabling parents to understand, contribute and support their child's care and development.

We aim to involve Parents in their children's learning behaviour, punctuality and attendance through a commitment to the Home-School Agreement

We aim to promote an inclusive environment which supports the diverse needs of all adults and children.

We aim to support all children as they take increasing responsibility for themselves and their actions promoting the consideration and well being of others.

Objectives

To establish a positive environment in which children can enjoy learning, develop independence, take risks, feel safe, secure and free from bullying (See Anti-Bullying Policy/EYFS Statutory Framework).

To support children to express and manage their feelings, make appropriate choices and find solutions to problems and conflicts through a range of activities, routines and procedures.

To set clear routines, boundaries and expectations involving the children in setting explicit rules.

To use and promote consistent strategies including visual symbols, signing, gestures, stories and puppets to enable children to consider the effects of their actions.

Practice

All adults promote positive behaviour and aim:

To promote secure attachment through positive interactions with adults and children.

To set clear and consistent expectations with the children that all adults promote.

To involve the children in creating and applying the '10 Golden Rules'

To promote respect and understanding of feelings through learning and playing together making it clear that all feelings are acceptable but that not all behaviours are.

To teach children to use and care for materials and the environment increasing their independent use.

To give labelled praise to encourage and celebrate positive behaviour and children's successes.

To share children's achievements with other children, staff and parents.

To motivate positive behaviours through giving children appropriate responsibilities and tasks.

To role model effective interactions and appropriate actions within a daily context.

To encourage children to make choices and consider the consequences of their actions.

To support children in their responses to conflict by:

- Exploring trigger points with the children
- Explore the feelings of those involved using communication appropriate to children's level of development
- Encourage children to understand the impact of their actions and encourage children to suggest ways to solve the problem
- Show and talk about strategies for problem solving as appropriate with younger children
- Role model the desired positive interaction
- Support children to move away from the situation through diversion to other activities

To manage less positive behaviour by:

- Ensuring appropriate adult intervention, support and interaction to defuse, engage and re-focus the children
- Giving children the choice of 2 options to move on to
- Calming measures including talking to the child and reassuring them
- Encouraging children to create personal space and/or withdraw from the situation
- Reminding children of the '10 Golden Rules' and expectations
- Giving direct instructions as necessary
- Supporting and modelling how to carry out more appropriate behaviours
- Observe and monitor behaviour identifying possible triggers
- Set and apply agreed strategies to ensure consistency for individual children
- Involve parents and children in consistent approaches
- Implement Positive Behaviour/Handling Plan as required

To support children with specific needs:

- Use of motivators and rewards as appropriate
- To work with parents on agreed strategies
- To implement Individual Plan objectives and strategies
- To use appropriate physical intervention to pre-empt less positive interactions or to support individual children in distress
- To apply Positive Handling Plans to support children with more challenging and disruptive behaviour
- To apply Team Teach principles
- To risk assess children with unpredictable behaviour

Intervention

The School has regard for Statutory Guidance promoted by the Department for Education, the Local Authority and Early Years Foundation Stage, in relation to Behaviour Management and the use of force. This includes restraint and the use of force to compel a child to adhere to reasonable expectations. All members of school staff have a legal power to use reasonable force in circumstances where the desired result cannot be achieved by other means, defined as;

- Members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. (DFE 2016/38)
- Providers are responsible for managing children's behaviour in an appropriate way....where physical intervention is taken to avert immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary (EYFS 2017)

In the context of our Early Years provision which includes children aged 2-4 years and children with complex needs, a reasonable amount of physical intervention may be needed on a day to day basis. This may include;

- Standing between two children or blocking a child's path
- Putting out a hand to stop the action
- Leading and guiding by the hand, arm, hand to the back or arm around the back of upper body (Team Teach refer to this as a help hug)
- Lifting children by the body to remove them from a situation that is dangerous or disruptive to themselves or others (this may require 2 adults)
- Any other strategies specific to individual needs (eg Team Teach)
- Serious incidents will be recorded on the child's Accident/ Incident Log in order to ensure parents are informed

Recording and Reporting

If greater physical intervention is used to manage a child's behaviour the Head Teacher and Designated Person will be informed.

More serious use of force will be recorded and parents will be informed within 24 hours. These occasions will include;

- If injury or distress is caused to a child or member of staff
- If a restrictive hold has been used

In the case of an allegation that a member of staff has behaved in a way that has harmed a child or may have harmed a child you should contact the Designated Persons for Child Protection who will follow procedures for dealing with allegations against staff. If the allegation is against the Designated Person/s you should contact the Chair of Governors. The Education and Inspections Act 2006 takes account of the fact that Teachers and other school staff are entitled to use reasonable force to control or restrain children in certain circumstances including dealing with disruptive behaviour.

Parent Partnership

Staff will work in partnership with parents to promote positive behaviour discussing and working on consistent home-School approaches. The School offers parenting support through the Key worker system, Family Support Adviser and signposting to other parenting groups and support.

The Designated Person for Behaviour Management will be responsible for involving Parents and accessing professional advice if a child's needs are not being met by the agreed practice in this policy and their behaviour is consistently not developmentally appropriate.

Continuous Professional Development

The Designated Person for Behaviour Management is the SENDCO. The SENDCO and other Lead Staff will encourage adults to reflect on their practice and develop skills and experience. In Service Training and other relevant training for whole staff and individuals, will be recommended and facilitated as appropriate.

The Designated Person will ensure that this policy and any related procedures are agreed by and adhered to by all members of staff, students and volunteers. This person will attend relevant training and disseminate to staff as appropriate.

The staff member with Designated Responsibility for Behaviour Management and Anti-Bullying is Val Kay.

To be reviewed Autumn Term 2019

(References-EYFS 2012/Anti- Bullying Policy/Safeguarding Policy/SEN Policy/Teaching and Learning Policy/Policy for the EYFS/Behaviour and Discipline in School DFE 2016/Ensuring Good Behaviour in Schools DFE 2013/Use of Reasonable Force DFE/2011/Equality Act 2010)