



Behaviour Policy and Procedure

This policy should be read in conjunction with:

Early years foundation stage statutory framework 2024
Millies Day Nursery Inclusion Policy

Introduction

Millies Day Nursery is a caring, inclusive, supportive, safe and secure setting. Our behaviour policy reflects the aims of the Nursery. It also outlines the procedures that the setting uses to support children in managing their own behaviour, and that enable staff to act safely and with confidence.

Rationale and Ethos

At Millie's Day Nursery we are committed to adopting a therapeutic approach to behaviour, which is underpinned by Hertfordshire TAB, owned by Herts County Council (Integrated Services for Learning). This approach aims to create an environment where all members of our community have the right to feel welcome, safe supported and valued.

All members of our community are responsible for promoting pro-social behaviours and respect and to recognise the rights of the child. Our approach enables us to understand and work with children and their families, in order to create pro- social for everyone in the dynamic. We believe 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. As

children develop they learn to consider the views and feelings, needs and rights of others and the

impact that their behaviour has on people, places and objects.

It is essential that staff know how to promote pro-social behaviour, understand and manage anti- social behaviour and have an understanding of what behaviour might be communicating. All staff will focus on a holistic and therapeutic approach, rather than focusing solely on reactive strategies. As such, we focus on ensuring a child's attachment figure in the setting (their key person) builds a strong relationship with the child, to provide security and an understanding of the child's development.

Our behaviour strategy is aimed at improving outcomes for pupils by promoting their engagement within the setting. We use a therapeutic approach to recognise, promote and praise pro-social behaviours so that they become intrinsic. All staff aim to enable children to develop a sense of belonging and self-pride. This in turn, will support them in developing the

strategies they need to help them embark on a positive journey through education and beyond.

This behaviour policy is designed to support the majority of children in our setting. It is underpinned by the model of inclusion circles, with an understanding that some children may require strategies that differentiate from the policy. Such as: The ABC method, TAB Roots and Fruits, Anxiety Mapping and any supportive strategies outlined within an Individual Education Program.

Hertfordshire TAB (Therapeutic Approach to Behaviour)

This policy is underpinned by Hertfordshire TAB, a key part of the Hertfordshire Behaviour and Attendance Strategy. Hertfordshire TAB is a therapeutic behaviour management approach, which adopts the following principles:

- Shared focus on inclusion of all children within the school
- Shared values and beliefs across communities
- Shared communication, diversion and de-escalation
- Shared risk management
- Shared reparation, reflection and restoration

All staff have received Hertfordshire TAB training and we will continue to update this regularly.

Underpinning our approach through TAB:

- Negative experiences create negative feelings.
- Negative feeling creates negative behaviour.
- Positive experiences create positive feelings.
- Positive feelings create positive behaviour.

When pupils are engaged, we need to 'catch them getting it right' This could be by recognising and celebrating their efforts through meaningful praise and encouragement, sharing their success with our management team or in any way that is meaningful for the individual child. Children should also be supported in recognising that their pro-social behaviour can be rewarding in itself and also bring about positive experiences and feelings in others.

Children 'learn behaviour' through:

- Relationships with adults and peers
- Patterning and copying
- Reminding
- Repetition and structure
- Clear agreed boundaries
- Praise and celebration when successful
- Comfort, when not successful and with support to reflect and restore relationships

Pro-social behaviour will be developed through:

- **Relationships** - Having positive relationships with children and acting in a consistent and fair manner is the most effective way of ensuring a positive and engaging setting.
- **Role modelling**- Using words and actions that mirror the responses we are trying to encourage in children.
- **Consistency**- Working out the best way to support each individual child and ensuring that approaches to that child are consistent.
- **Scripts and Routines**- Using agreed words and actions, which are likely to be the most effective in achieving the desired outcome for the individual.
- **Positive Phrasing**- Disempowering challenging behaviour by offering positive phrasing, limited choices, and appropriate consequences but within limited language.
- **Planning**- Making sure that responses to negative behaviour are planned for in advance to ensure that people know what to do and are not taken by surprise. (Roots and fruits diagrams, anxiety mapping, inclusion circles and behaviour plans support this.)
- **Reward and positive reinforcement**
- **Comfort and forgiveness**
- **Kindness**

The management team will:

- Ensure that the setting's behaviour policy is implemented fairly and consistently by all staff across the setting.
- Model respectful behaviour in front of the children.
- Regularly evaluate the systems for promoting positive behaviour and for minimising/responding to unacceptable behaviour.
- Guide and support staff in behaviour management.
- Act as a point of escalation where it is deemed necessary.
- Work alongside parents to secure and promote positive behaviour.

At Millie's we have a named person, who is responsible for behaviour management within our setting. They have responsibility for supporting personal social and emotional development, including issues concerning behaviour. The behaviour lead may work with the SEND leader to further support children, their families and of course staff.

We require the named person to:

- Keep themselves updated with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support
- Access relevant sources of expertise on promoting positive behaviour within the program for supporting personal, social and emotional development.
- Ensure that all staff have relevant training on promoting pro-social behaviour.
- Ensure that all staff are aware and respectful of codes for interaction that may vary between cultures.
- Familiarise new staff and volunteers in the setting with our behaviour policy and its guidelines for behaviour.
- Work in partnership with families and outside agencies to support positive behaviour.

All staff will:

- Work in partnership with parents and families to promote positive behaviour.
- Model respectful behaviour in front of children.
- Share behaviour expectations consistently and age appropriately within the setting.
- Ensure that all children have access to a relevant, broad and balanced curriculum, with appropriate differentiation, in order to promote positive attitudes and behaviour choices.
- Identify and celebrate positive behaviour.
- Offer explanations if something is wrong, so that children are able to learn and develop.
- Communicate effectively with parents concerning their children's behaviour.

Family background plays a large part in children's behaviour. On occasion, where a child displays negative behaviour, we may ask about behaviour approaches at home. This is to support and encourage cohesion and continuity between home and nursery and therefore focus on consistently promoting positive behaviour.

To further ensure cohesion, it is important that we are told of any changes to a child's home life or routine which may impact behaviour, such as moving house or a family bereavement. This is to ensure that all staff, where appropriate, are able to implement strategies to assist a child in adjusting to new circumstances or situations.

Parents are required to:

- Provide relevant information regarding matters that may affect their child's behaviour (including symptoms of illness).
- Support the settings behaviour policy principles and work in partnership with staff should any challenges arise
- Model respectful behaviour in front of children,

There will be occasions where children's behaviour choices require a logical consequence.

We believe in two forms of consequence:

Protective consequence- the removal of a freedom to manage safety

Examples:

- Increased staff ratio.
- Limited access to areas
- Differentiated access to activities

Educational consequence- reflection, rehearsing and learning

Examples:

- Rehearsal
- Restorative conversations
- Assisting with repairs

Recording and Reporting arrangements

Millie's Day Nursery keep a variety of records of incidents and anti- social behaviour. These records are kept so that we can monitor and review incidents as well as implement any required actions.

These actions may include a focused intervention to help determine the cause and function of the behaviour and allow for relevant support.

If further support is required, the Behaviour and SEND leaders may invite parents to a meeting in order to discuss next steps, which could include an external referral to support the child in the setting. It may be agreed that early help via The Family Centre should begin, and that specialist help be sought for the child if deemed necessary- this support could address developmental or welfare needs.

If the child's behaviour is part of a range of welfare concerns, (that also include a concern that the child is suffering or, is likely to suffer significant harm) we will follow our Safeguarding Children and Child Protection Policy.

De-escalation Script

Millie's staff recognise that, at times, children find their emotions difficult to manage. This could result in them reacting in an uncharacteristic way. In these situations, we refer to the child as becoming deregulated, rather than saying 'playing up', or anything similar.

When a child is in need of support before, during or after deregulation; the aim is to disempower and distract from anti-social behaviour. Using a consistently calm approach, (and where age appropriate) the staff will use the following scripts to respond to children:

- *(child's name)*
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

Staff will use these phrases repeatedly, until the child had deescalated their behaviour and are ready for a discussion.

In all instances, there will be an opportunity to repair, reflect restore and respond relationships through a discussion with the child, however it must be a certainty that this will discuss ion will take place.

Positive phrasing and limited choice

When responding to children, staff will focus on what the child should be doing or the desired outcome to make expectations clear. Examples are:

- Look and listen
- Stand next to me
- Put the toy on the table
- Walking feet inside
- Walk with me
- Stay seated in your chair
- *Thank you*

In order to support pupils effectively, staff will help children by giving limited choices in order to achieve the desired outcome. Examples are:

- Where shall we talk, here or in the garden?
- Put the toy on the table or in the basket.
- Are you going to sit on your own or with the group?
- Are you going to (paint) or (read a book)

A positive ethos

All adults should be relentlessly positive role models, who help pupils to consider the views, feelings needs and rights of others. Staff should continually strive to inspire and enthuse the children we work with.

As positive role models, we should never set out belittle or control others, but to empower them and help, them to see their mistakes as opportunity to reflect and learn. This ethos should be constantly apparent in the way in which we interact with all children within our setting.

This may include:

- Welcoming children with a big smile at the beginning of each setting.
- Ensuring we provide children with positive feedback
- Modelling positive behaviour (for example in the way we treat each other).
- Expecting good manners, but also acknowledging and thanking children when they are polite.
- Supporting young children's emotions when they are having difficulties in regulating them, showing them, they have positive options in difficult situations.
- Realistic boundaries set by the room leader, with the understanding that children, by nature will test them as they develop and understanding of the world around them.

Systems to support the promotion of pro-social behaviour

- We assign a Key Person for every child to help ensure that a tailored approach is in place and that both learning provision and care meets their individual needs.
- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to each child.
- Staff must actively look for and acknowledge pro-social behaviour
- Staff recognise and celebrate all pupils' individual successes, no matter how small they seem.
- The use of private praise, e.g. conversation with pupils, notifying parents and other staff members.
- Pro-social behaviour and relevant themes are an integral part of our PSED curriculum and contribute to the ethos of then nursery.
- Each child is supported in developing self-esteem and self-confidence.
- Children are welcomed and valued so that they can develop a sense of security and belonging.

Systems to support children under three years:

At Millie's we believe in using positive reinforcement to address challenging behaviour. When supporting babies and children under three we aim to facilitate strategies which allow them to test boundaries and rules whilst exploring and understanding the world around them.

- Where required, the provision of individual, age-appropriate behaviour strategies to support learning and development.
- Support young children in developing a sense of right and wrong, whilst being mindful of their needs to express themselves and develop.
- To promote and develop social skills according to age developmental stage.

Physical Interventions

- Staff will take steps in advance to avoid the need for to avoid the need for any physical intervention through dialogue and diversion
- Only minimum force necessary will be used
- Staff will be able to show that the intervention used was a reasonable response to the incident

When use of restrictive physical interventions may be appropriate:

- Restrictive physical interventions will be used when all other strategies have been considered and therefore only as a last resort.
- There are situations when restrictive physical interventions may be necessary, for example in a situation of clear danger and in extreme urgency.
- To comfort a distress (so long as this is appropriate to their age and understanding).

- To gently direct a child.
- For self-care assistance (for example toileting, assistance with dressing and help with hygiene routines).
- For activity reasons (for example in physical games and drama).
- To avert danger to the student, other persons or significant damage to property
- To prevent a person from injuring self or others.

Procedures are in place to support and debrief children after an incident of restrictive physical intervention, as it is essential to safeguard the emotional well-being of all involved at these times.

Systems in for the start of the academic year

Prior to children beginning in their new rooms at the start of the year, a comprehensive handover from prior Key Persons takes place to ensure transitions are successful and that new members of staff have full records of the children's history.

Rough and tumble play, hurtful behaviour and bullying:

Rough and tumble play and fantasy aggression.

Young children often 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 recognise 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.

We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc, and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.

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 cognisance of the feelings of the person whom they have hurt.

We recognise 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 as they have neither the biological means nor the cognitive means to do this for themselves.

We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.

Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.

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 recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Child's name" 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 verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.

We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit child's name, it hurt him and he didn't like that and it made him cry."

Staff must ensure that they look at the whole situation before reacting to the situation. We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and child's name isn't crying any more. Let's see if we can be good friends and find another car, so you can both play."

We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, 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, recognising their emotional needs through close and committed relationships with them.

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 it, if they do not wish to use words then they must be encouraged to hug, stroke, or kiss the child they hurt- this does not have to be done immediately but when the situation has calmed down and the child is ready.

Staff should try to intervene before the situation becomes worse, diverting the children's attention.

When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together.

The main reasons for very young children to engage in excessive hurtful behaviour are that:

- They do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the setting,
- Their parent, or carer in the setting, does not have skills in responding appropriately, and consequently, negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger,
- The child may have insufficient language, or mastery of English to express him or herself and may feel frustrated,
- The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse,
- The child has a developmental condition that affects how they behave,
- The child is going through change of routine, loss of a grandparent, parent away from home, getting ill.

Staff must ensure that a programme is put in place that shadows the child who is displaying consistent hurtful behaviour in order to prevent others from getting hurt as well as turning the negative attention into positive and to help the child change his/her behaviour. Where this does not work, we will consider making the appropriate referrals to a Behaviour Support team where necessary.

Bullying

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

At Millie's we are aware of the effect that bullying has on a child and will ensure that children who bully others will be dealt with appropriately.

As with all types of challenging behaviour we will look at the reasons why children behave like that, often there is a problem or issue with that particular child.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another.

Bullying may occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

If a child bullies another child or children:

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 recognise 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 recognise 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 recognise that children who bully are often unable to empathise 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.**

