



BEHAVIOUR MANAGEMENT POLICY

Our Mission Statement

Creating a child centred, safe learning environment which is underpinned by the physical, emotional, mental and spiritual wellbeing of each child; focusing on children's interests whilst providing a challenging curriculum and enabling environments to support children to strive and be prepared for the next stage of their learning journey

LAST REVIEWED ON	SIGNATURE
December 2018	S. MADARI
December 2019	S. MADARI
February 2021	S. MADARI
February 2022	S. MADARI



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Purpose of Policy

Taqwa Nursery aims to present all children with a code of conduct and behaviour expectations in age-appropriate ways, taking into account our British and Islamic values, morals, ethics and self and community respect, whilst always being mindful of the age and stages of development of each child. All adults will promote the development of a sense of right and wrong by teaching all children the appropriate way to behave and discouraging unacceptable behaviour. All adults view each child as an individual with unique lived experiences which will shape and impact their behaviours, wellbeing and ability to self-regulate. Key persons will always seek to work closely with parents/guardians, other professionals and social workers to fully understand a child's lived experiences and tailor their support for each child's emotional wellbeing and regulation.

Sometimes it is necessary to help children understand their own boundaries, explaining why we do not accept certain behaviour and to exercise firm and consistent boundaries. All staff will be aware of the many circumstances that may manifest in children's behaviour (such as adverse childhood experiences, mental and emotional stability, socio-economic deprivation, cultural differences, access to anti-natal and parenting support to name but a few) and will view all behaviour as a communication of needs. Within Early Years settings, due to the termly intake, there will be children starting throughout the year – therefore, it is imperative that these consistent messages are modelled and taught year-round and in every session. The team in the Nursery will ensure that the setting is a safe, secure and consistent space allowing children to experience positive behaviour management and self-regulation opportunities.

Key persons will develop an in-depth Cultural Calendar which will be used to raise awareness of and respect for the diverse nature of the world and the community, supporting children to develop mutual respect, understanding and tolerance of differences.

Key persons monitor a child's wellbeing within their baseline period and will raise any concerns with senior staff to establish a starting point for any child who may need intervention or additional support. Key persons will then continue to monitor behaviour, engagement and wellbeing at interim

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points over the year and are able to swiftly notice and report any changes to behaviour or wellbeing, scaffolding strategies for support immediately.

The EYFS

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Children's behaviour changes as they grow and develop and key persons will take account of a child's emerging understanding. Through ongoing CPD and INSET's, key persons develop a deep understanding of appropriate expectations for children aged below 2, 2-3, 3-4 and will understand that a child with additional needs will be viewed at their developmental age.

All adults are aware that children learn best through modelled behaviours and as such will use modelling, role play, social stories as well as a range of other strategies to support children to understand emotions and safe expression of emotions. At no time during the teaching of such values will staff use physical punishment, e.g., smacking, shaking or slapping and it is our belief that using negative words like "no" and "naughty" are unhelpful and leave no room for movement. Instead, adults use reference to Golden Rules where appropriate, reinforcing these with the corresponding visuals and using the word/visual for 'stop' or 'finished' where required.

Self-Regulation and Self-Control

Self-Regulation is how effectively a child deals with stressors and then recovers.

Self-Control is the effort we expect children to use to control or restrain impulses – key persons understand that this is very difficult for children under 5 and extremely difficult for children aged 2 or under.

A Consistent Approach to Behaviour Management

If a child presents at any time with unacceptable behaviour, staff will approach the situation in the following way:

- (a) All adults are calm, consistent and have a clear sense of purpose and believe that children need rules or boundaries that are rooted in care and love;

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- (b) Adults communicate their expectations of each child and their right to be proud of their culture and identity;
- (c) Adults treat each other and all children with respect and offer a good role model to children;
- (d) Adults value the culture, background, religion and language of each child;
- (e) Children are curious learners, motivated to learn and are engaged in play or activities at all times;
- (f) Children learn co-operation, sharing and turn taking skills through adult modelling and within routine such as during snack times;
- (g) Adults always challenge racist and sexist comments made by children or parents/guardians and use any incidents or occurrences of these to educate the child or adult;
- (h) Adults openly praise children for displaying positive behaviours 'you are kind and helpful for putting the cars away, thank you', 'Kind hands, I like it, thank you';
- (i) Children are actively encouraged to show care and concern for each other and for all living things;
- (j) All staff will re-enforce key positive behaviour communications by continuously repeating the Golden Rules at all opportunities, and modelling these in their own practice (Golden Rules will also be shared with parents/guardians with a view to ensure consistent messages to children and strengthened parent partnerships);
- (k) All adults will de-escalate situations before they arise by pre-empting what may occur, this works best when key persons know their key children extremely well;
- (l) Adults will intervene at the time of conflict in order to establish the cause of upset;
- (m) Adults remind all involved of the 'Golden Rules' using visuals to reinforce verbal messages
- (n) Adults talk to the children involved to gauge their feelings and reactions to the situation;
- (o) Adults ask each child how they/the other must be feeling so that both may realise that it is not just one person involved and that actions/words have far reaching consequences, using the reflection zone to support the development of empathy where appropriate - adults will be mindful that empathy or understanding the reach or effect of their actions is a developmental milestone that many young children will not have reached and therefore will ensure their expectations are age-appropriate;
- (p) In younger children, or children who may present with additional needs which results in a diminished ability to reason, diversionary tactics or distraction would be used at this time;
- (q) Adults teach emotional language and vocabulary to give the children opportunities and understanding as well as a terminology bank to use for self-regulation, putting names and labels to feelings, using the reflection zone where appropriate (see mental health and emotional wellbeing policy).
- (r) If a child is exhibiting seriously concerning behaviour where the safety of themselves or other children is now compromised, the child should be removed to a separate area and where possible 2 adults will remain with the child, supporting them to express their emotions safely (it is important to understand that due to ratio requirements, this may not always be possible and so there may be 1 adult with the child and in this instance, the child and adult must be within sight and hearing of other adults). A meeting will take place with the Nursery Manager, the Key Person and the parent/guardian and will result in a separate behaviour management plan being made and followed for the child. If appropriate, an Early Help may be started and

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support from outside agencies may be considered to identify the reasons for the behaviour and strategies for support. If this is the chosen method, parents/guardians will be kept informed and consent will be sought in all instances where there is no evidence of significant harm.

Strong Leadership and Management

- (a) The Manager is the Designated Safeguarding Lead and is responsible for monitoring and developing areas and policy that relate to behaviour management and discipline;
- (b) The Manager regularly monitors that the guidelines in this policy are being followed;
- (c) Behaviour and attitudes form a standing agenda item in each supervision and INSET, and key persons are actively encouraged to discuss concerns regarding behaviours, wellbeing, attitudes and regulation as a team – training needs are identified swiftly dependant on the staff team and specific to the cohort at the time;
- (d) The board of Trustees nominates a Designated Safeguarding Lead who will also take lead for behaviours and attitudes. Members of the board ratify this policy and understand age-appropriate behaviour and wellbeing expectations.
- (e) Members of the board discuss behaviours and attitudes during learning walks and visits to the setting.

The Environment

- (a) The learning environment is set up daily before children arrive;
- (b) The environment has set areas of continuous provision which are enhanced alongside key persons planning using the zone enhancements log;
- (c) Key persons ensure that the environment offers enough high-quality resources and activities to meet the needs of all children.
- (d) Key persons ensure that resources are differentiated and adapted for the needs of individual children with SEND. Key persons ensure that resources are accessible and appropriate to the developmental age of a child with SEND.

All staff will complete an induction on Behaviour management, and further trainings throughout annual INSETs, that will equip them with a range of strategies to use. Should they require further guidance or support, they should seek this from the Manager as soon as it is required.

Under no circumstances will a staff member use a behaviour management strategy that has not been discussed with the Manager. Every strategy will be discussed with the Manager and only if agreed will the strategy be put into practice. Staff must be aware of the importance of consistently using a whole team/setting approach so that children become very familiar with their actions and boundaries within the setting.

Physical intervention or restraint will not be used unless in exceptionally rare circumstances, in which the safety of the child or the safety of others is a serious concern. If physical restraint has been used

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in any form, the relevant paper work must be completed as soon as possible after the incident has occurred. This must be kept in the child's file and stored as per our Nursery's documentation retention schedule. This will be shared and signed by parents/guardians before the end of the session in which the physical intervention or restraint took place and parents/guardians must be given the opportunity to discuss this in as much detail as they wish or is necessary.

This policy must be read in conjunction with the 'Guidance for Safer Working Practices for those working with children and young people in education settings'.

Responsibility

All members of staff have a responsibility to ensure that their own practice reflects the policies and procedures of Taqwa Nursery. In addition, all members of staff have a responsibility to identify their own training needs that may occur when working with children, young people and their families. The Manager has a responsibility to ensure that all practices in the Nursery adhere to this policy and also the inclusion policy. The Manager also has a responsibility to ensure that where training needs have been identified, directly or indirectly, all members of staff have an opportunity to have these needs met. It is the responsibility of the Manager to ensure that behaviour management training is refreshed for all staff where needed, when any new member joins the workforce and at least annually.

Biting Policy

Biting is fairly common amongst young children and it is one of the behaviours that concerns adults the most. Biting is often very painful and frightening for the child who is bitten. It can also be frightening for the child who bites, because it upsets the child and evokes a very large reaction in adults. Biting may make the child who bites feel very powerful because of the strong reaction that it brings. This conflict of strong emotions can be frightening for the children because they need to feel secure that their feelings can be controlled. It happens for different reasons with different children and under different circumstances. The first step in trying to support the child is to look at why it may be happening.

Parents/guardians of the child that is biting will be informed on the second instance and the key person will have an initial discussion with the parents/guardians to gauge the extent of the behaviour and whether this is happening at home too. The Nursery will begin tracking the incidents using the ABC log (logging the antecedent, behaviour and consequence of actions for a minimum of two weeks) and ensure that the child has a named shadow to reduce incidences of injuries. A further meeting will take place between the Manager/SENDCo and parents/guardians to discuss findings from the ABC log, and potential support plans that can be used. A support plan will be agreed between Nursery and parents/guardians and resources will be shared with parents/guardians to enable consistent partnership working. In the rare case that the child continues biting or that the frequency and severity increases the child may be removed from the Nursery for a short period of time for the safety of themselves and the other children. This action will only be taken in a supportive manner and will only

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last for the amount of time it takes to receive further support from professional services such as Learning Disabilities team or Ladywood Outreach Services.

The Nursery's policy is not to disclose the name of the child who does the biting to the parents/guardians of the child that has been injured.

- (a) The child will be removed from the situation in the company of an adult;
- (b) the child and adult will spend time talking about the conflict;
- (c) whilst reassuring the child that it is the behaviour which is unacceptable and not the child, firm guidance will be given to reduce the likelihood of the unacceptable behaviours arising again;
- (d) the child will be removed, reassured and guidelines reaffirmed consistently by all staff as the need arises. At all times praise is freely given to the child at the slightest sign of positive change in behaviour;
- (e) during this period the Manager will talk with the parent/guardian in order to inform them of the situation and to ask if they are experiencing similar difficulties;
- (f) advice will be given if it is needed regarding help from professional agencies e.g. Health Visitor, GP.
- (g) an accident report must be completed for the child that has been bitten, but the name of the biter must never be disclosed. The child will be seen to and the injury dealt with depending on the severity of the injury.
- (h) A log of the biting needs to be made using the Incident Log only to keep a proper record of the date and time of the biting, this will be updated should there be a case of re-occurrence. The Incident log must include the Star Plan for the child – which identifies the Setting, Trigger(s), Action(s) and Reaction(s).

Taqwa Nursery recognises that Bullying and peer-on-peer can take place between children, regardless of age. Please see relevant sections in our Safeguarding and Child Protection Policy for our procedures on these issues.