

York Road Nursery, Pre-School & Yorkies



Behaviour Policy

April 2020

BENEATH EVERY BEHAVIOUR THERE IS A FEELING, AND BENEATH EVERY FEELING IS A NEED, AND WHEN WE MEET THAT NEED RATHER THAN FOCUS ON THE BEHAVIOUR, WE BEGIN TO DEAL WITH THE CAUSE, NOT THE SYMPTOM."

Ashleigh Warner

At York Road, all staff working with our children receive training in behaviour support. This training is taken from 'Hertfordshire Steps, Step On Early Years' and is adapted from the original work by Angela Wadham of Norfolk Steps. The term 'Steps' is drawn from the Norfolk County Council statement on inclusion: "The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life." This statement reflects the philosophy, policy and practice at our nursery school. Our approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. An important aim of 'Hertfordshire Step On Early Years' is to provide opportunities to support and debrief both children and staff after a crisis, particularly if physical intervention has been required.

All key staff are trained in level one 'Step On Early Years' training and new staff joining the school receive this training as soon as it is available to them. We have two members of staff who attend yearly 'Step On Early Years' training. They provide an annual refresher training for all staff.

This policy linked with the 'Step On Early Years' approach ensures York Road has clear shared, values, agendas, actions and responses.

Code of conduct

'Step On Early Years' aims for children to behave in a prosocial way. It embeds British Values to enable our children to fit in and be accepted in society.

'Step On Early Years' is about teaching children to 'WANT' to behave well – York Road aims through the 'Step On Early Years' approach to teach understanding and value behaving well.

Children and adults are encouraged to:-

- Treat everyone with kindness and respect
- Act with thought and consideration to others
- Behave courteously, being polite and helpful at all times
- Be friendly and co-operative
- Be honest and truthful
- Treat property with respect

'Step On Early Years' teaches;

'How you react will affect how the child reacts and may change an anti-social behaviour to a dangerous behaviour.'

Objectives

For children to show: -

- Self confidence
- Self-control
- Sensitivity and consideration for others
- A pride in themselves and their school
- An interest in their activities

For children to develop: -

- A shared responsibility for their learning and their environment
- An independence of mind
- A sense of fairness
- An understanding of the need for rules
- A respect and tolerance for others ways of life, different opinions and abilities
- Non racist attitudes
- Non-sexist attitudes
- A persistent approach to tasks

Implementation

Members of staff at York Road Nursery School, Pre-School and Yorkies Day-care will take steps to prevent any member of the school community (adults and children) from: -

- Making unkind or offensive comments (including comments about people's appearance or ability/disability)
- Behaving in a racist, sexist or homophobic manner
- Using foul or unacceptable language
- Being rude or aggressive
- Shouting excessively
- Using physical aggression
- Damaging property
- Bullying

All York Road Nursery School, Pre-School and Yorkies Day-care staff are trained and follow the planned responses, 'Step On Early Years' to unwanted and inappropriate behaviours as well as following the 'Safe Touch' as set out in 'Step On Early Years'

This includes following British Values and all staff having received PREVENT training to be fully aware of the need to reduce terrorism and radicalisation in our communities.

"A child who can't behave"
"If a child doesn't know how to read, we teach"
"If a child doesn't know how to swim, we teach"
"If a child doesn't know how to multiply, we teach"
"If a child doesn't know how to drive, we teach"
"If a child doesn't know how to behave, do we teach or punish?"
Herner (1998)

Appropriate actions

Rewarding good behaviours with: -

- Praise from staff (be specific e.g., "good sitting")
- Sharing with parents
- Responsibilities given
- Sharing with other children/staff
- Making 'good choices'

Actions taken in response to inappropriate behaviours: -

- Quiet, firm reprimand from a member of staff
- Staff to teach children in conflict to develop appropriate strategies
- Sanction of removal from toy or incident area - usually with a warning
- Time out given with the use of sand timers
- Discussion with parents in confidence
- Headteacher/Manager involvement
- Be aware of seating arrangements within the group
- **"Behaviour" can be a symptom of a child's needs and this may need to be monitored.**

When faced with Challenging Behaviour

Some behaviours exhibited can be more challenging. We use the 'Hertfordshire Step On Early Years' response to harmful behaviour to cool down, repair, reflect and restore. Adults' responses to these behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

Positive phrasing

- "Stand next to me"
- "Put the toy on the table"
- "Walk beside me"

Limited choice

- "Put the pen on the table or in the box"
- "When we are inside, Lego or drawing"
- "Talk to me here or in the garden"

Disempowering the behaviour

- "You can listen from there"
- "Come and find me when you come back"
- "Come down in your own time"

Use of a De-Escalation Script

- Use the person's name – "Francis"

Acknowledge their right to their feelings

- "I can see something is wrong"
- "Tell them why you are there"
- "I am here to help" Offer help
- "Talk to me and I will listen"

Offer a "get-out" (positive phrasing)

- "Come with me and....."

Physical intervention

There are situations when physical intervention may be necessary. Staff are trained by the York Road Staff who have undertaken the 'Hertfordshire Step On Early Years' training, how to safely use physical intervention. Staff are instructed to be aware of the child's age and individual circumstances when moving them as some children find this more upsetting than others. Situations may include:

- To comfort a child in distress, appropriate to their age and understanding.
- To support a child with their physical care (toileting, self-care, changing clothes).
- To gently direct a person.
- For activity reasons (drama, physical games).
- To avert danger to the student, other persons or significant damage to property.

Safe Touch

To steer, guide or escort a child you should:

- Use a 'closed mitten' with fingers and thumb together. **The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.**

To communicate comfort or reward:

- Give a 'supportive hug' with the hip and head away, sideways stance, closed mittens contain each shoulder, communicate intention and use 'de-escalation script' if needed.

To support, guide or escort a child you should:

- Use a 'supportive arm' with hip in, head away, sideways stance, positioned behind the elbow, closed mittens used above the elbows to maintain safe shape (penguin shape) and communicate intention.

To move a child away:

- Use an 'open mitten' with fingers together, thumb away from fingers, palms parallel to the floor. **The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.**

To protect or turn:

- Use an 'open mitten guide' with open mitten hand placed on the arm above the elbow, safe shape (penguin shape), palm parallel to the floor, staff positioned behind with extended arm, communicate intention and use 'de-escalation script' if needed.

For further information refer to the 'Hertfordshire Steps, Step On Early Years' training pack.

Reflect, Repair and Restore (after a crisis)

Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult. The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings. The adult may ask the child questions to:

- Explore what happened? (tell the story)
- Explore what people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

- If behaviours persist discuss the situation with the SENCO, use the 'Step On Early Years' tools to analyse the behaviours of a child and to be able to put measures into place to enable a child to make pro-social choices (Anxiety Mapping, Roots and Fruits etc, following the 'Step On Early Years' guidelines). An ABC or STAR chart may be undertaken to identify triggers and strategies and an ISP (Individual Support Plan) or an Individual Risk Assessment may be necessary.
- Staff will be alert to signs of bullying and racial harassment and will deal firmly with it and will alert other staff to such problems. A record will be kept of any incidents on the CPOMS online database.
- Parents have a vital role in promoting good behaviour in school and so effective home, school liaison is important.

We expect parents to

Keep us informed of behaviour difficulties they may be experiencing at home.

Inform us of any trauma, which may affect their child's performance or behaviour at school e.g., divorce, a death in the family or something as simple as a bad night's sleep or losing a toy.

Inform us about their child's ill health and any absences connected with it.

Share any concerns they have about their child.

The school will actively seek a good home/school liaison by

Promoting a welcoming environment within the school.

Giving parents regular constructive and positive comment on their child's work and behaviour.

Involving parents at an early stage in any problems and keeping them informed of developments.

Encouraging parents to feel part of the school community and welcome in the classes.

Keeping parents informed of school activities by letters, newsletters etc.

Other agencies

If unacceptable behaviours continue after the appropriate actions then full use of such agencies as behaviour support teams, advisory teachers, health professionals, children's services or educational psychologist will be made where appropriate.

Positive behaviours to be reinforced

Sharing

Taking care of property

Quiet talking

Calling people by their proper names

Walking in school

Tidying away

Being sensitive to others needs

Including all children in social group/classroom areas

Acts of kindness

Taking care of other people

Taking turns

Keeping hands and feet to themselves

Using equipment appropriately

Responding quickly to direction

Managing Challenging Behaviours

'To create change we need to understand, not simply suppress the behaviour.'

Suggested strategies to help improve and manage challenging behaviours

Rules

- Be very specific e.g. "being good" is too vague, rather specify "do not call out when Johnny is talking"
- Target the things which matter most to you ie the thing that annoys you most, other things are easier to cope with once this is improved
- Try to phrase rules in such a way as to expect success eg "walk in school", not "no running in school"
- Try writing the focused rules/boundaries together, ensuring the child knows and can articulate what you mean - give them ownership of the rules.
- Try sticking the rules (pictorially) where they can be seen by the child to reinforce them
- There is a role for tactical ignoring - as long as you know why you are doing it.
- If safety is a risk, remove the other children from the area.

All York Road Staff through 'Step On Early Years' training know how to promote pro-social behaviour and manage antisocial, difficult or dangerous behaviour, and have an understanding of what behaviour might be communicating.

All York Road Staff focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

Positive Reinforcements

Positively acknowledge appropriate behaviours when he/she does something positive, helpful or kind.

- Positive acknowledgement encourages pupils to repeat behaviours because they have pleasant outcomes.
- Positive acknowledgement contributes to pupil's self-esteem - which matures their emotional, social and academic development.
- Positive acknowledgement towards one pupil can encourage other pupils to copy behaviours.
- Positive acknowledgement helps to establish and encourage positive relationships between teachers and pupils.
- Positive relationships are central to effective behaviour management.
- Positive acknowledgement helps to make schools friendlier and happier places in which to work and learn.

'Positive consequences are things your child likes and enjoys. When used correctly a positive consequence will increase the frequency of positive behaviour. If you only give negative consequences, you run the risk of becoming a negative consequence yourself.'

When sanctions are necessary

Sanctions need to be understood by the children and seen to be applied fairly and consistently.

Do not automatically apply sanctions when targets are not achieved - lack of reward (if a reward programme is being followed) is enough.

Sanctions need to be enforced when other children are not safe, or teaching cannot take place.

Warn the child beforehand of a sanction you will take if the behaviour continues. **Always use the sanction if the behaviour continues.**

Sanctions can be - removal of child from toy/area for a specified length of time, eg 5 minutes. Always tell the child when sanction is finished. Removal of child from the room as long as it is manageable or other children can move to another area. This would be a last resort and would need extra adult support. The child may well need a calm space. If another adult is required, there must be an acknowledgement between both adults if help/support are needed.

It may be worth trying

- Using timers to avoid confrontation, ask for something to be done by the time it has run out "put that away by the time this has run through" then turn away to attend to something else.
- Using the 1,2,3 strategy, eg "put that away by the time I have counted to 3"
- Avoid replying to arguments, eg if a rude remark has been directed at you, state it is not acceptable in your classroom and then turn away physically to attend elsewhere.
- If a child persistently hurts others make a huge (over the top with little ones) fuss of the victim and ignore the perpetrator, physically turning your back on them. They dislike this; instead of getting your attention they have directed it at someone else. After a while, this response does make a difference.

'Providing an inclusive setting that promotes equality of opportunity does not mean that all children should be treated the same, but that the unique skills and abilities of each child should be recognised.'

EYFS (2012)

