

York Road Nursery, Pre-School & Yorkies Daycare



Positive Behaviour Policy March 2023

Review Body	Head Teacher (can delegate)
Review Frequency	Annually
Revision Due	March 2024
Based on Model Policy	Guidance from Herts Grid/DfE
Statutory/Good Practice	Statutory

Vision and Values Statement

At York Road Nursery School, Rainbows, Pre-School, and Yorkies Day-care all staff working with our children receive training in behaviour support. This training is taken from 'Hertfordshire Therapeutic Approaches to Behaviour Training' ('TAB') and staff aim to –

- Develop an understanding of what behaviour might be communicating.
- To explore experiences that could negatively impact on behaviour.
- To develop an understanding of healthy inclusion.

In early years.

Therapeutic Approaches to Behaviour in Early Years teaches - 'How you react will affect how the child reacts and may change an anti-social behaviour to a dangerous/socially appropriate behaviour'.

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 **Therapeutic Approaches to Behaviour**' is to provide opportunities to support and debrief both children and staff after a crisis, particularly if physical intervention has been required.

All staff are trained in '**Therapeutic Approaches to Behaviour** Early Years' training and new staff joining the school receive this training as soon as it is available to them. This training is ongoing and regularly visited throughout the school year with all staff.

This policy is linked with the '**Therapeutic Approaches to Behaviour**' approach ensures York Road has clear shared, values, agendas, actions and responses.

At York Road children are supported by staff to behave in a prosocial way. We embed British Values to enable our children to fit in and be accepted in society.

'Therapeutic Approaches to Behaviour in Early Years' is about 'Teaching children to WANT to behave well'.

At York Road Nursery School, Rainbows, Pre-School, and Yorkies Day-care, through a whole staff approach, through 'Therapeutic Approaches to Behaviour,' we aim to teach understanding and values around behaving well.

Adults and Children are encouraged to: -

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

A voice for the child

Children are not the people of tomorrow, but are the people of today.
They have the right to be taken seriously, and to be treated with tenderness and respect.

They should be allowed to grow into whoever they are meant to be.

'The unknown person' inside each of them is our hope for the future.

Janusz Korczak (1879 – 1942)

Universal Provision

All staff are expected to respect the 'teaching times' and prepare and tidy areas appropriately and refrain from having conversations with colleagues in areas where teaching and learning is taking place. Staff ensure provision is in place to support **ALL** children's learning. ISP's, Provision maps, Time lines and Individual Target Picture card books are displayed to ensure all staff are consistently meeting the children's needs. This ensures the nursery provision does not negatively impact on behaviour therefore allowing 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

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, Rainbows, Pre-School, and Yorkies Day-care staff through TAB (Therapeutic Approaches to Behaviour) training can support children to de-escalate/recognise unwanted and inappropriate behaviours.

We recognise throughout the day children's behaviour will change and through clear communication between the settings unwanted and inappropriate behaviours are scrutinised enabling children to be supported consistently and appropriately.

We as a staff team discuss and adhere to the 'Safe Touch' guidance in 'Therapeutic Approaches to Behaviour for Early Years'. This ensures a consistent whole school understanding about ' IF, WHEN, WHY and HOW WE DO.' 'Safe handling.

We follow 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)

Reasonable Adjustments

Across York Road Nursery School, Rainbows, Pre-School, and Yorkies Day-care we aim to provide appropriate provision to ensure all our children and parents can access the setting and outside areas.

See our **SEND policy** for more detail.

Pro social Emotional Wellbeing & Behaviour

Across York Road Nursery School, Rainbows, Pre-School, and Yorkies Day-care we have a shared understanding of behaviour which we consider developmentally appropriate and positive behaviours are re-enforced –

Sharing	Acts of kindness
Taking care of property	Taking care of other people
Quiet talking	Taking turns
Calling people by their proper names	Keeping hands and feet to themselves
Walking in school	Using equipment appropriately
Tidying away	Responding quickly to direction
Being sensitive to others needs	
Including all children in social group/classroom areas.	

We will reward good behaviour with: –

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

Positive behaviours to be reinforced

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

Promoting a welcoming environment within the school.

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

Anti-social Emotional Wellbeing & Behaviour

Across York Road Nursery School, Rainbows, Pre-School, and Yorkies Day-care we will involve parents at an early stage with any problems and keep them informed of developments.

Do we need to define inappropriate behaviour?

- 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

Do we need to look at Roman Way for detailed questions?

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 e.g. Staff will ask a child 'how the other child may be feeling' etc.
- Sanction of removal from toy or incident area - usually with a warning
- Thinking time given with the use of sand timers – Staff will always talk to the child to explain what the thinking time is for.
- 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.**

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?
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- If behaviours persist discuss the situation with the SENCO, use the **Therapeutic Approaches to Behaviour in 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 '**Therapeutic Approaches to Behaviour in 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.

Difficult and Dangerous Behaviour

When faced with Challenging Behaviour

Some behaviours exhibited can be more challenging. We use the '**Therapeutic Approaches to Behaviour in 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....."

Therapeutic Approaches to Behaviour in Early Years' says -To create change we need to understand, not simply suppress the behaviour.'

Across York Road Nursery School, Rainbows, Pre-School, and Yorkies Day-care we suggest 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 'Therapeutic Approaches to Behaviour in 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.

Therapeutic Approaches to Behaviour in Early Years' says –

'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 we at York Road Nursery School, Rainbows, Pre-School, and Yorkies Day-care believe - Sanctions need to be understood by the children and seen to be applied fairly and consistently.

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

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

We will warn the child beforehand of a sanction we will take if the behaviour continues. This will always have been agreed and discussed with parents before putting in place.

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.

Other strategies we use are -

- 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.

Staff Responding to Children:

Staff will not need to update a parent every time a child may have acted inappropriately during their day at York Road, Rainbows, Pre-School, and Yorkies Day-care - unless there is a pattern of consistent inappropriate behaviours over time that need further discussion. Staff know that the majority of unwanted behaviours are usually due to immaturity, expressing emotions or frustrations in not being able to communicate quickly enough. Staff professional discussions give the opportunity for sharing information on any child that may need more support at a particular time and discussed with parents when required.

Support from External Agencies

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, educational psychologist, local support agencies like Nessie will be made where appropriate. Always by gaining support of the parent first.

Communication with parents/carers and Recording

York Road Nursery School, Rainbows, Pre-School, and Yorkies Day-care know our parents have a vital role in promoting good behaviour in school and so effective home, school liaison is vitally 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.

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

We keeping parents informed of school activities by letters, newsletters etc.

Safe Touch-Physical Interventions

Therapeutic Approaches to Behaviour in Early Years' teaches clear definitions around – IF, WHEN, WHY and HOW WE DO 'safe touch' to avoid situations listed below which could result in injury.

- Forcing a child up or down steps or stairs
- Dragging/forcing a child from a confined space
- Lifting and carrying (including young children capable of walking)

Seclusion, where a person is forced to spend time alone against their will (requires a court order except in an emergency).

Through the 'Therapeutic Approaches to Behaviour in Early Years' training ALL our staff have clear understanding when it is necessary to action '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:

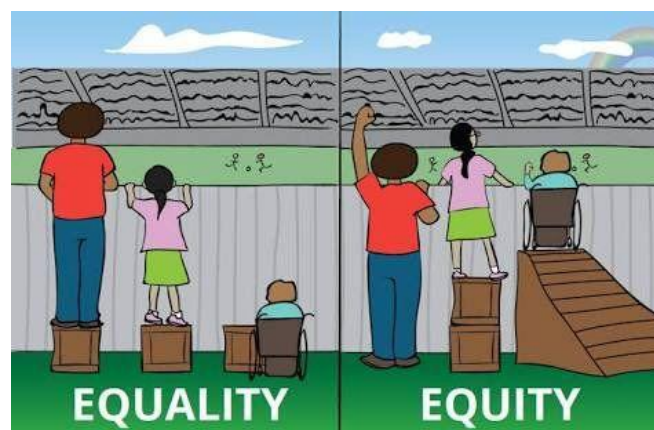
- Use an 'open mitten' with fingers together, thumb away from fingers, palms parallel to the floor. The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

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 '**Therapeutic Approaches to Behaviour in Early Years'** training pack.

'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)



Placement Breakdown

It is hoped that no early years' child is left without an early year's placement.

However, if the placement does breakdown, the setting will need to justify to parents why they are no longer able to offer a place to their child. There should be evidence of reasonable adjustments, engagement with TAB processes, TAF meetings/parent partnerships, contact/referrals for EWBS.