

## West Exe Nursery School

### Behaviour Management Policy - Informing Practice

#### **Aim**

We believe that all behaviour is communication and that emotional development and behaviour are inextricably linked. This policy aims to support staff in understanding children's behaviour and where necessary support them in managing it positively.

"Children must be provided with experiences and support which will help them develop a positive sense of themselves and of others, social skills and a positive disposition to learn. Providers must ensure support for children's emotional well being to help them know themselves and what they can do."  
(EYFS)

We will work in partnership with parents and other agencies to best meet the needs of the child.

#### **Rationale**

This policy has been developed using the Thrive approach to understanding child development and emotional well being. Thrive is underpinned by attachment theory, neuro science research and the central role of creativity and arts in emotional development. The Thrive approach therefore highlights the importance of emotional development for children's behaviour and learning. Research suggests 60% of us have secure attachment and 40% insecure; our response to those children with emotional insecurity will need to be differentiated.

Children are unique and develop in a variety of ways and at different rates. It is essential therefore that staff are able to observe children's behaviour and recognise their particular emotional need through this. By taking this approach staff will be able to meet that need and support the child to develop the ability to manage their behaviour positively themselves.

For many of the children entering nursery it will be their first experience away from their family. For others they may already attend one or more settings outside of the home. We recognise that this transition for some children and parents, in particular, will be challenging. Therefore, it must be recognised that children may take a while to settle and staff need to respond sensitively to this.

A key aspect of children's emotional development during any transition is the need to feel safe. If this is lacking, it's likely to be demonstrated through their behaviour. In Thrive terms many children, will probably, be functioning at 'Being' (SEE appendix 1) Therefore, in order to meet these safety needs, staff will initially need to use the VPF (App 2) to help Attune, Validate, Contain and Calm and Soothe. This would support each Keyworker in becoming the child's secure attachment figure. Equally, staff need to explain and hold appropriate boundaries for children. (App 3 Golden Rules)

#### **Guidelines:**

Staff work hard at their relationships with children. They really get to know each individual, therefore earning the child's respect and affection. (EYFS 2.1) Children have a key person at nursery. (EYFS2.4) It is important to remember that as well as needing boundaries, young children need to feel respected and cared for.

Staff are aware that it is normal for children when exploring a new environment, different relationships or stage of development to test boundaries. Children at 3 and 4 are making sense of their relationship with the world and so at times their behaviour can become extremely challenging. Equally supporting children at this stage is extremely rewarding.

Most children quickly learn what is acceptable and unacceptable and why. However, for those children who have gaps in their emotional development a more individual approach will be necessary to help them with this.

We will therefore:

- ✚ As the first step, build positive, secure attachments with all children.
- ✚ Use observation to understand what a child's behaviour might be telling us.

- ✚ Use Thrive as a screening tool for all children starting the nursery in order to provide for differentiated need.
- ✚ Notice, comment on and celebrate all children's uniqueness, emphasising what they can do.
- ✚ Give clear and calm explanations.
- ✚ Work consistently as a team.
- ✚ Refer to our Golden Rules.
- ✚ Have clear and shared expectations.
- ✚ Support Children with their emotions and with resolving the conflict according to their developmental stage.
- ✚ Be a role model for behaviour.

There will be times when most children do something that is unacceptable and some children will repeatedly transgress. In these situations children will be supported and more specific guidelines will be followed:

- ✚ Use VPF (Vital Parenting Functions) to help the child regulate their feelings.
- ✚ Eye contact will be gained with the child at the child's level.
- ✚ It may be helpful to hold the child's hand.
- ✚ It is the behaviour that is at fault not the child.
- ✚ If appropriate, the child is given ownership of the behaviour by asking the child what has happened involving others.
- ✚ The child is given an explanation of why the behaviour is unacceptable.
- ✚ If appropriate, the child is given a choice; e.g. at being (the adult managing the situation); at doing (the adult offers limited options) and a simple choice; at thinking (the adult supports the child in problem solving and reflecting on cause and effect).

There will be times when this process is lengthy and may be upsetting. Staff will:

- ✚ See the process through.
- ✚ Support children and each other.
- ✚ Be given support and time to debrief if needed.

## PARENTS AS PARTNERS (EYFS2.2)

For successful management of children's behaviour parental involvement is essential. Parents should be informed of any instances where children's behaviour has been dealt with in the above way. Parents will be made aware of our Golden Rules and asked to support them.

## SUMMARY

By using this approach, children will be supported in their ability to express and manage strong feelings and regulate their emotions in positive, appropriate ways.

APP 1. Please see attached Development Blocks

APP 2. Please see attached Vital Parenting Functions

APP 3.

✚ Behaviour Management Policy; Addendum -Our Golden Rules:

The Golden Rules are developed by nursery staff and children. They provide a positive context and reference point.

They are displayed in each group space and will be referred to. They reinforce positive and high expectation of children's behaviour and remind children of what to do.

The Rules are:

- ✚ We listen to each other
- ✚ We share and take turns
- ✚ We are gentle and use kind words
- ✚ We are friendly and helpful
- ✚ We look after each other
- ✚ We look after our toys and our Nursery

APP4.

✚ Behaviour Management Policy; Addendum-Transporting Policy:

"When children have the opportunity to play with ideas in different situations and with a variety of resources, they discover connections and come to better understandings of ways of doing things". (EYFS4)

In their play children may choose to transport or combine materials and equipment in ways that may not fit preconceived adult expectations. Adults support in this helps develop their crucial and creative thinking.

- ✚ Children need to be able to transport materials.
- ✚ Children need to develop responsibility for effects of their choices and encouraged to return toys at tidy up time.
- ✚ Environment needs to enable children to do this. With clear labels.
- ✚ We are lucky to have an abundance of space and resources. This can reduce potential conflict and when there is plenty to go round it allows for more choice, creativity and flexibility in how things are used.
- ✚ Resources need to be manageable for adults and children.
- ✚ Children's learning needs to be at the heart of adults decisions - Does this have play purpose? Does this play enrich learning opportunities? Are children highly involved?

## SUMMARY

Our approach is based on the belief that children learn best through exploratory play and that freedom of choice is fundamental to effective learning. Transporting helps some children make connections.

## APP 5.

Holding:

Gentle holding may be appropriate if a child is hurting himself / herself or others (or is likely to hurt himself / herself and or others) or is damaging property and or is incensed and out of control.

**This would be done with parent consent and under supervision.**

## SUMMARY

Our approach is based on the belief that children learn who they are and how the world is in relationships. Research shows that a healthy pro social brain requires safe touch as a means of calming, soothing and containing distress for a frightened, sad or angry child. It is essential for all children to learn the difference between safe and

unsafe touch and to experience having their strongest emotions contained, validated, accepted and soothed by a significant adult.

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On behalf of the Governing Body

Renewed date: .....October 2018.....

Next renewal date: .....