

Reading Early Years Schools Federation (REYS)



Behaviour Policy

Chair of Governors: Terry Hardie

Executive Head teacher: Joanne Budge

Date: April 2024

Date to be reviewed: April 2027

Aims of the policy

In the Early Years Foundation Stage, children are still learning about boundaries and what is acceptable in terms of behaviour. We teach tolerance and patience to help our children develop into kind and well-behaved members of society. We aim:

- To promote positive behaviour
- To provide a harmonious, fair, consistent and safe environment for all
- To provide an environment where effective teaching and learning can take place
- To help children feel good about themselves and achieve their potential taking into account a child's stage of development and emotional needs.
- To encourage self-discipline and help children to make positive choices and develop an understanding of the impact of their behaviour on others

The aims of the policy will be achieved through:

- A clear understanding by all of what is acceptable behaviour and how it is maintained
- Staff modelling positive behaviour and language
- A consistent whole setting approach to reinforce and maintain high standards of behaviour
- Liaison with parents and carers
- The curriculum for personal, social and emotional development

Responsibilities:

The Governing Body has overall responsibility for the implementation of the Early Years Behaviour Policy of Blagdon, Caversham and New Bridge Nursery Schools.

The Governing Body has overall responsibility for ensuring that the Behaviour Policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

The Governing Body has responsibility for handling complaints regarding this policy as outlined in the Blagdon, Caversham and New Bridge Nursery Schools complaints policy.

The Head of School or Nursery manager will be responsible for the day-to-day implementation and management of the Behaviour Policy of Blagdon, Caversham and New Bridge Nursery Schools.

All staff and volunteers will be responsible for following the Behaviour Policy.

Implementation of the policy

The REYS federation follow the Therapeutic Approach as adopted by Reading Borough Council within their schools. We understand children's behaviour is a form of communication and take into account individual needs and the possible impact of trauma and circumstances when managing behaviour.

All children will be encouraged and supported to enable them to:

- Follow adult directions
- Move around the setting safely and appropriately
- Respect themselves, other people and the setting environment
- Make informed choices developing an understanding of their impact on others
- Not hurt others physically or verbally
- Speak kindly to others.
- Walk inside.
- Look after and use appropriately, the equipment both inside and outside.
- Share and take turns.

Universal strategies to meet the aims and improve behaviour include:

- Positive reinforcement through body language, (thumbs up, a smile, eye contact etc.)
- Spoken praise which is specific to the child and the situation, getting down to the child's level to talk to them
- Strong partnership and positive feedback to parents
- High levels of staff engagement with the children
- Visual aids to support understanding of nursery expectations.
- Actively teaching pro social skills with all children.
- Visual and verbal reminders of expected behaviour
- Distractions

It is expected that a practitioner will intervene when behaviour is displayed which is unacceptable. In most cases a look or quiet word, or distraction will have the desired effect. However, at times it may be appropriate to ignore the behaviour, but the practitioner should observe to ensure that the situation improves.

Behaviours which are not acceptable in the setting:

- Persistent disruption
- Refusal/ non compliance
- Violence of any kind (pushing, hitting, kicking, spitting, biting)
- Racial or verbal abuse (name calling, teasing)
- Using bad language
- Damage to property

- Stealing
- Telling lies, blaming others
- Persistent unacceptable behaviour

If the unacceptable behaviour continues, then the following gradual response strategy should be used:

- Remind and highlight desirable behaviour using visual prompts if needed.
- Minor matters will be dealt with by the adult getting down to the child's level, explaining why the behaviour is unacceptable (taking into account the child's developmental age) and giving alternatives where possible.

If the behaviour persists the staff member will offer the child an alternative activity which will be supported by an adult.

Staff may remove the child to a quieter area to give them time to calm down and to speak to them about their behaviour (time in). We will then use the 4 R's approach 'regulate, relate, reason, repair' during this time to work through emotions with the child. (See appendix 1 for detail).

If behaviour is out of character or persistent, the key person will discuss with the child's parents/carers at an appropriate time.

Extreme or serious behaviour incidents

If there is a case of serious or extreme behaviour, staff may need to give a verbal instruction whilst approaching the situation.

If necessary, staff will intervene using as little physical contact as possible. Staff will not restrain children unless there is an immediate risk of injury to the child or others. If restraint is used it must be recorded (see appendix 2), reported to the Head of School or Nursery Manager.

In the case of persistent concerning behaviour, the key person would follow the graduated approach which may result in a therapeutic behaviour plan to be put in place. The plan would be agreed by the Inclusion Manager, key person and the child's parents/carers. If it is necessary to reduce a child's time in nursery, we will report this to Governors and the Local Authority.

A therapeutic behaviour plan will be shared with parents/carers giving clear aims and strategies to be used. The plan will be regularly reviewed with parents/carers and the Inclusion Manager during pre-arranged meetings. The plan will also be shared with relevant staff to ensure a consistent approach across the setting.

Acceptable physical contact:

- Physical contact needs to come from the child e.g. if a child wants/needs to sit on an adult's lap for comfort/security.
- If a child instigates or needs a hug, staff may hug children until the child is comfortable
- If a child kisses an adult, we would remind them "kisses are for home not nursery" and offer to blow a kiss.
- Staff will not kiss or blow raspberries on children.
- Staff may use appropriate pressure, massage and sensory integration therapy as long as the child is comfortable with this.

If children fail to make progress with their behaviour plan and their behaviour is challenging, dangerous or having a detrimental impact on other children or staff it may be deemed necessary to make a decision to whether we can meet the child's needs. This may result in a reduced timetable or in extreme cases the place withdrawn. This decision would be reported to the Local Authority and the Government.

Play fighting, superhero play and weapon play can occur in nurseries and can be a natural part of children's development. This play should not include any physical contact and should only involve children who wish to be actively engaged within it.

This policy will be reviewed every three years or earlier if needed.

Link to other policies: Safeguarding, Wellbeing Policy, Staff Code of Conduct



A child may be feeling overwhelmed, with big feelings and displaying emotions or behaviours that challenge. This is a physiological response. The child may not be in control of their emotions or actions (fight or flight)

De-escalation

defusing- soothing- recovering- calming- cooling

The 4 R's approach

REGULATE- A child will need to release their emotion, self soothe, find their equilibrium and recognise themselves that there is no **danger** in order for them to calm and recover.

We can lower demands, respect a child's right to silence, personal space, right for refusal, expressing their emotions as long as everyone is safe. We can support a child to regulate by staying with them, using a 'slow-low-low' (voice, tone, pitch) and remaining calm ourselves. This is co-regulation.

RELATE- We can validate their feelings and help them to understand what emotions they are having:

"I think you are feeling angry, tired, hungry, sad... because *child* hurt you...took your toy."

We can connect with them when emotions are high and remember they are having a hard time and we are not there to add to this but to help them.

REASON- Once a child is regulated, their reasoning brain will allow them to listen and to learn that there are consequences to their actions or that the challenging behaviours they displayed were not ok.

We can reinforce boundaries and give alternatives:

"I know you are sad but hitting me is not ok." "You cannot have time in the garden at the moment because it is unsafe for you to be there and I have to keep you safe." "You can go into the classroom to play and when it is safe for you to do so, go into the garden."

REPAIR- We can spend some time in, be child led, be curious, be playful, connect and reassure. We can show understanding and empathy of their needs. We can recognise and communicate what we like and appreciate about them in that moment:

"Now you are playing nicely with the cars" or "Your friend is happy you are sharing the playdough"

We can give positive consequences by recognising how they have changed their behaviour:

"Now you are sharing so nicely would you like to go into the garden to share the other toys?"



REYS Physical Intervention Report Form



This recording form is to be used following any application of physical intervention.
Please complete a separate form for each adult who physically intervened.

SECTION A: Details of those involved

Name of staff member:

Date and time of incident:

Name of child involved in physical intervention:

Names of all staff involved in physical intervention:

Names of other staff members present who witnessed physical intervention:

Location of incident and session/activity at time of incident:

Date/time reported to parents/carers and by who:

Is this a one-off or infrequent incident?

Yes

No

Is a therapeutic behaviour plan in place?

Yes

No

Section B: Details of the event

1. Describe the incident

What events led up to and may have triggered the incident?

What de-escalation techniques were used?

Why intervention was deemed necessary?

Were there any marks or injuries sustained by any person as a result of the incident?
Describe any action taken in relation to injuries sustained:

Describe any serious damage to property:

What action needs to be taken to reduce the likelihood of reoccurrence? Including What techniques, strategies or alterations to the environment are needed?

SECTION C: Follow up from incident by manager

Necessary follow up action or plan:

Name of reporting manager:

Date: