

## BEHAVIOUR MANAGEMENT POLICY

Date ratified: March 2019

Period: March 2019 – March 2021

Acting Head of Centre Signature: Lynsay Falkingham

Community Manager: Joss King

Chair of Governors Signature: Kathy East

Review Date: March 2021

The Governors, staff and parents of Lanterns Nursery School & Extended Services are committed to promoting a positive ethos that develops the social, emotional and moral growth of all the children.

We recognise the importance of:

1. Promoting the development of children's confidence and self-esteem
2. Enabling young children to understand and learn to manage their feelings and behaviour
3. Promoting and reinforcing appropriate behaviour and encouraging children to have consideration for other people and to take care of their surroundings
4. Supporting children to make relationships with other people. Encouraging children to work co-operatively with adults and other children both individually and within a group
5. Raising children's awareness of acceptable and unacceptable behaviour
6. Preventing or minimising inappropriate behaviour, including bullying
7. Adopting a positive approach to behaviour management which seeks to understand the reasons why a child may use a particular behaviour
8. Providing planned and consistent support to children who have behavioural difficulties

### **Principles**

- We recognise that young children are at the early stages of learning to relate to others and to manage their feelings and behaviour. We understand that children's social and emotional development affects their behaviour. Therefore, a crucial part of our work is the promotion of children's social and emotional development
- We acknowledge that adult-child relationships based on trust and respect are an important positive factor in each child's social and emotional development. Adults are important role models for children and must set positive examples in their interactions with children, parents, visitors and other members of staff
- We are consistent with clear expectations and guidelines for acceptable behaviour within Lanterns and outside
- We are flexible and acknowledge that the families who attend Lanterns will have differing values around acceptable behaviour
- We recognise that children develop at their own rate and that some may need more support than others or experience particular behavioural difficulties which require more structured strategies based on positive approaches to behaviour management

- We recognise the importance of working in partnership with parents in developing appropriate behaviour and tackling inappropriate behaviour
- We acknowledge the stress on staff and parents caused by dealing with children with difficult behaviour and seek to encourage an environment where support and practical help can be offered

### **Promoting Positive behaviour**

The following strategies are used at Lanterns to encourage the use of appropriate behaviours:

1. A structured and predictable Daily Routine which reflects the age and stage of children in the group and gives children opportunities to make their own choices of activity as well as take part in adult-initiated activities
2. Providing visual cues about the desired behaviour (e.g. Listening Teddy or a picture of ears to cue listening) to support young children who often have short memory spans/or early levels of verbal understanding.
3. Using consistent cues such as objects, pictures and songs when transitioning children to adult led activities such as story time or singing. All staff wear visual transition cue cards on a key ring to support all children when needed. Children are encouraged to join group activities using strategies that are appropriate for each individual.
4. Creating a learning environment that builds on children's strengths and reduces frustrations (e.g. providing sufficient materials for co-operative play, using sand timers to support turn taking)
5. Encouraging, praising and acknowledging children's good behaviour and consideration towards others. (Give specific feedback e.g. "Good Listening- well done!")
6. Using the PATHS programme to support children to recognise and label their feelings and to develop strategies to begin to manage their feelings (PATHS -Promoting Alternative Thinking Strategies)
7. Planned opportunities to develop social skills with peers such as turntaking games supported by wait cards, supporting co-operative play
8. Giving clear and simple messages when behaviour is not appropriate in a firm but neutral manner, i.e. letting children know what you want them to do rather than what you don't want them to do (e.g. 'Please walk' rather than 'Don't run')
9. Using appropriate and agreed strategies for dealing with inappropriate behaviour in a consistent manner (e.g. using a wait cue card, planned ignoring; distracting, etc.)
10. Actively encouraging and supporting children in working out solutions to their own problems and conflicts rather than relying on the adult to sort the problem out for them
11. Encouraging children to see and understand the consequences of their behaviour
12. Staff providing role models for parents and liaising over strategies for dealing with behaviour issues both at home and in the Nursery School & Extended Services

## **Individual Behaviour Plans**

A small number of children may need extra support to learn to manage their feelings and behaviour either at home or in Lanterns. Some children may experiment with behaviours such as biting, punching, kicking, pinching, etc. as part of their development / communication. Parents and staff will talk about behaviour that is causing concern and jointly plan how to support the child. This may include a Behaviour Plan which sets out specific strategies for everyone to follow.

Lanterns has adopted the Positive Approach to Behaviour Management supported by Hampshire Educational Psychology Service for dealing with children with persistent behavioural difficulties. The approach includes looking at a range of factors that may affect the child's behaviour:

- Physical environment
- Curriculum
- Child's ability to communicate
- Teaching new skills
- Reinforcement for appropriate / inappropriate behaviour
- Proactive and reactive strategies for intervention (strategies that will help to avoid the behaviour happening in the first place / strategies to use when the behaviour does happen)

Staff use ABCC charts to understand why the child might be using the behaviours and to develop a consistent strategy to respond to the behaviour and teach more appropriate skills.

## **Guidance for the use of Restrictive Physical Intervention**

There are very occasional times when children's behaviour may lead them to harm themselves or others. All staff must be familiar with the Policy for Physical Handling and the circumstances under which Restrictive Physical Intervention (RPI) can be used. This guidance is in accordance with guidance from Hampshire County Council. Staff are made aware of this as part of their inductions and it is reviewed annually with all staff. This policy is available to parents on request.

## **Supporting staff and parents who are dealing with difficult behaviour**

Staff and parents need to know that the stress caused by dealing with persistent difficult behaviour is acknowledged. Parents can be offered support outside Lanterns by either home visits or by referral onto the appropriate agency such as Family Support Service, Educational Psychologist, or Behaviour Support Team (for specific support into school). Staff will support each other within Lanterns and discuss strategies for sharing the responsibilities of dealing with particular children.

## **Roles and responsibilities**

The Acting Head of Centre has responsibility for the overall monitoring and evaluation of behaviour and for reporting to the Governing Body on behaviour issues. Where necessary the Acting Head of Centre will liaise with parents and other agencies where there are particular concerns.

The Inclusion Manager is the named practitioner responsible for behaviour management and has responsibility for monitoring children's behaviour within the nursery in liaison with staff. Any concerns will be reported to the Acting Head of Centre.

The nursery staff are responsible for implementing the behaviour policy. They are also responsible for devising Behaviour plans for individual children when needed. Support and advice is available for all staff from within the teaching teams, Inclusion Manager and from the Educational Psychology Service.

All members of staff need to be aware of the potential for 'bullying' behaviour. Any member of staff who is concerned about such behaviour must report it to the class teacher.

### **Monitoring and Evaluation**

1. Behaviour issues are discussed between teachers and staff on a regular basis.
2. Specific areas of difficulty are identified and discussed at weekly teachers meetings with the Acting Head of Centre
3. Individual Behaviour Plans are discussed with parents and reviewed after a set period of time
4. The Acting Head of Centre monitors records made of incidents of restrictive physical intervention (RPI)
5. The Acting Head of Centre reports to Governing Body as part of the Head Teacher's Report.

### **Exclusion**

The Nursery School & Extended Services recognises that very rarely, in exceptional cases, some children's behaviour may present a significant risk to other children. In these circumstances, more appropriate options will be discussed with parents and the Governing Body.