Little Dukes:
Behaviour Policy

Little Dukes: Behaviour Policy
Reflections Nursery and Forest School

Monitoring and review...

Localisation of Policy: Bob HR system

This policy will be continuously monitored, refined and audited by the Headteacher who will also review it annually to assess how efficiently duties have been carried out over the year. This review will take place no later than one year from the date shown below, or sooner if needed due to changes in legislation, regulatory requirements or best practice guidelines.

Current Version:

Adopted: September 2024

Reviewed by:

   Senior Head/Head of Nursery, Rachel Martini and Becca Bakter

   Principal, Joanne Allen

   Geoff Marston Director of compliance

   Rik McShane, Director of Operations Little Dukes Nurseries

   Nazish Usman, Principal of Hopes and Dreams Montessori Nurseries

   Ben Murray, Marketing and Admissions Director - Little Dukes Nurseries

Next review due: September 2025

Please note:

Any reference to 'Little Dukes' applies to the nursery named above.

Little Dukes: Behaviour Policy

Statement of intent:

At Little Dukes, we believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights of others and the impact that their behaviour has on people, places and objects.

This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

Policy aim:

The aim of this policy is to create an environment where we enable children to be strong and independent through positive relationships.
We aim to foster a sense of belonging by being sensitive and responsive to the child's needs, feelings and interests.
We strive to be consistent in setting clear boundaries of behaviour for each child's own safety and the safety of their peers. We will develop each child's sense of the significance of their own behaviour, both in their own environment and those around them.

Key points:

We will:

- Encourage self-discipline, consideration for each other, our surroundings and property.

- Encourage children to participate in a wide range of group activities to enable them to develop their social skills.

- Ensure that all team members act as positive role models for children.

- Encourage parents and other visitors to be positive role models and challenge any poor behaviour shown.

- Work in partnership with parents/carers by communicating openly.

- Praise children and acknowledge their positive actions and attitudes, ensuring that children see that we value and respect them.

- Promote non-violence and encourage children to deal with conflict peacefully, such as using sand timers as a visual support tool, amongst other mechanisms for coping in challenging situations.

- Provide a Key Person system enabling team members to build a strong and positive relationship with children and their families.

- Access relevant sources of expertise where required and act as a central information source for all involved.

- Attend regular external training events and ensure all team members attend relevant in-house, central, or external training for behaviour management.

Procedures:

The nursery will have a named person(s) who has overall responsibility for our programme/approach/procedures for supporting personal, social and emotional development, including issues concerning challenging behaviours in children.

In Reflections Nursery this person is Rachel Martini and Becca Bakter

We require the named person to:

Keep themselves up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.

Access relevant sources and expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development.

Support and ensure that all team members, volunteers and students provide a positive model of behaviour by treating children, parents/carers and one another with friendliness, care and courtesy.

Familiarise new team members and volunteers with the Behaviour Policy and its guidelines for behaviour.

Ensure that everyone in our nursery – children, parents/carers, team members, volunteers and students, keep to the guidelines and apply them consistently.

4

Support staff work in partnership with each child's parents/carers, ensuring that they are regularly informed about their children's behaviour by their Key Person.

Work with parents/carers to address recurring inconsiderate behaviour, using our observation records, ABC forms, monitoring checks and audits etc., to help us understand the cause and to decide jointly how we respond appropriately.

Strategies to use with children who engage in behaviour that challenges:

We require all team members, volunteers and students to use positive strategies for handling any misbehaviour or behaviour that challenges, by helping children find solutions in ways that are appropriate for the children's ages and stages of development.

Such solutions might include:
- acknowledgement of feelings,
- explanation as to what was not acceptable
- and supporting children to gain control of their feelings so that they can learn a more appropriate response.

We ensure that there are enough resources and engaging activities available so that children are meaningfully occupied without the need for unnecessary conflict.

We acknowledge and praise considerate behaviour such as kindness and willingness to share.

We support each child in developing a sense of belonging in their class or key group, so that they feel valued and welcome, which promotes positive self-esteem, confidence and feelings of competence.

When children behave in inconsiderate ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately.

We never punish a child or send them out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group.
Children may need to have time to calm down or be strategically placed so that they do not disrupt other children, but this will not be used as a punishment.

We never use physical punishment, such as smacking or shaking. Children are never threatened with these.

We do not use techniques intended to single out and humiliate individual children.

We use physical restraint, such as holding (such as when at immediate risk of being hurt), only to prevent physical injury to children or adults and/or serious damage to property. Team members have been given the relevant training on how to deal with an incident that requires the use of physical restraint.

If physical restraint is required, details (what happened, what action was taken and by whom and the names of witnesses) are recorded, logged on Famly in the safeguarding notes section and in all instances of the use of restraint, the Headteacher and parents/carers will always be informed after the intervention takes place.

In serious cases, the Principal and Operations Director will also be informed, and the event recorded in the child's personal file on Famly. The child's parent/carer will be informed on the same day.

A log of serious incidents will be kept on Famly and reviewed by the Headteacher. The incidents will be reviewed monthly, followed by an evaluation and action plan.
We may use physical interventions to ensure that children are physically and emotionally safe. We may take a child from their carer's arms - with permission from the adult - to help the child settle in the morning.

Repeated incidents:

If repeated incidents occur e.g., hitting, biting, pushing etc., team members will keep a record in a Safeguarding Disclosure Note on Famly. The record may be shared when EHCAs are being created or with outside professionals e.g., an Educational Psychologist. The record will also be shared with parents/carers.

If the behaviour continues, we will use tools such as an ABC or STAR (see appendix) chart and ongoing meetings with the child's parents/carers to address this behaviour.

In cases like biting, the ABC form will be in place with an initial two meetings and on the third occasion where a child or a group of children are targeted, additional professional help will be put in place.

After two serious behaviour incidents where the code of conduct has been violated, parents/carers will be informed.

In the first meeting, the severity will be discussed, and the parent/carer will be given a final warning before suspending the child's place.

A possible dismissal of a child's place (referenced in the safeguarding policy: Child on Child Abuse 2024) will be considered for repeated incidents.

Serious incidents:

In cases that involve a more serious incident or behaviour, such as extremist views, racial or homophobic comments, or other abuse, we make clear immediately that this is unacceptable, with an emphasis on explanation rather than personal blame.
A log of these kinds of incidents will be kept by the Headteacher. Such incidents are reportable to the local borough's Learning Educational Authorities.

Under the 'Prevent Duty', radical comments or behaviours are reported to the DSL.

Racist and homophobic behaviours will be logged on a Safeguarding Disclosures Form on Famly and returned to the LEA on an annual basis.

Any serious/urgent concerns will be referred to IFD and any other borough-specific agencies.

We do not shout or raise our voices in a threatening way to respond to children's misbehaviour. All team members will respond to common misbehaviours using a consistent script.

'Rough and tumble' play, hurtful behaviour, and bullying:

Young children often engage in play that has aggressive themes, such as superhero and weapon play. Some children appear preoccupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

We recognise that teasing and 'rough and tumble' play are normal for young children and acceptable within limits.

We regard these kinds of play as pro-social and not as problematic or aggressive.

We will develop strategies to contain play that is agreed with the children and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.

We recognise that fantasy play also contains many violently dramatic strategies, such as blowing up, shooting etc., and that themes often refer to 'goodies and baddies', as such offering opportunities for us to explore concepts of right and wrong.

By tuning into the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' that encourage empathy and lateral thinking, and to explore alternative scenarios and strategies for conflict resolution.

We do not allow children to play with toy or symbolic guns or weapons at our nurseries. This type of play can be upsetting for some children and promotes themes that cannot be understood by such young children.

There may come a point in play when some children have had enough - the game gets out of control, or members of the group become tired and want the play to end. In these circumstances, we ask all children to stop and help them to learn to read expressions and understand what their friends are saying.

Hurtful behaviour:

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'.

For children under five, hurtful behaviour is often momentary, spontaneous and without cognisance of the feelings of the person whom they have hurt.

We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them. We will help them manage these feelings.

We offer support, calming the child who is angry as well as the one who has been hurt by the behaviour. We aim to return the situation to one where feelings and hurt can be resolved and play can move forward positively.

We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling.

> "Adam took your car, didn't he? You were enjoying playing with it, and didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?"

Older children may be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.

We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact others' feelings.

"When you hit Adam, it hurt him, and he didn't like that. It made him cry."

We help young children develop prosocial behaviour, such as resolving conflict over who has the toy.

"I can see that you are feeling better now, and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one."

We are aware that the same problem may happen repeatedly before skills such as sharing and turn-taking develop. In order for both biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.

We support social skills through modelling behaviour, through activities, drama and stories. We help a child to understand the effect that their hurtful behaviour has had on another child and encourage them to demonstrate that they are sorry, either verbally or with gestures such as a hug or the Makaton sign.

When hurtful behaviour becomes problematic, we work with parents/carers to identify the cause and find a solution together. Where this does not work, we use the SEND Code of Practice 0-25 years (2015) to support the child and family, making the appropriate referrals where necessary.

Bullying:

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.
A child who is bullying has reached a stage of cognitive development where they are able to plan to carry out a premeditated intent to cause distress in another.

If a child bullies another child or children...

We will show the child(ren) who have been bullied, that we are able to listen to their concerns and act upon them.

We intervene to stop the child who is bullying from harming the other child/children.

We give reassurance to the child/children who have been bullied.

We help the child who has carried out the bullying to recognise the impact of their actions.

We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour.

We do not label children who bully as 'bullies.

We recognise that children who bully may be experiencing bullying themselves or be subject to abuse or other circumstances causing them to express their anger in negative ways towards others.

We discuss what has happened with the parents/carers of the child who did the bullying and work out with them a plan for handling the child's behaviour.

These plans will be logged on Famly

We share what has happened with the parents/carers of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Team members behaviour:

Team members are expected to demonstrate the highest possible standards of personal and professional conduct and behaviour and consistently act with honesty and integrity. Team members are expected to always honour this code of conduct, and to follow the 'Golden Rules'

We expect team members to treat each other, children, parents/carers and the wider community with dignity and respect always.

Team members should show fairness in their treatment of children and avoid behaviours such as embarrassing or humiliating children, making jokes, discriminating against, or favouring individuals.

Team members must have regard for the ethos and values of the nursery and must not do or say anything which may bring the nursery into disrepute. Care should be taken by team members to avoid any conflict of interest between activities undertaken outside of the nursery and responsibilities within.

Team members should act in accordance with the nursery's policies and procedures at all times.

Appendix 1: ABC form

<u>Little Dukes ABC chart</u>

This chart is designed to help educators, parents/carers and children in supporting and managing challenging behaviours such as biting, escape behaviour or tantrums.

The aim is to monitor occurrences of a particular behaviour, looking at what might trigger the actions and work with parents and team members to put a plan in place to help minimise future occurrences.

Before an ABC chart is used, the child's key person should have a discussion with the parents or carers to explain the reasons for using the chart and what strategies might help. They should also agree a timeline and plan follow up meetings to discuss progress.

Usually, the use of the ABC chart will start after a couple of incidences of a repeated behaviour following informal conversations with the parents.

Using an ABC chart does not stop the requirement for logging accidents and incidents on Famly as usual, this is intended as an additional support tool.

Name of Child:	
Name of setting:	
Name of Educator:	
Reason for use of ABC chart:	

Behaviour Log

Date/Time	Activity/Where	Antecedent What happened right before the behaviour that may have triggered the behaviour	Behaviour What the behaviour looked like	Consequence What happened after the behaviour, or as a result of the behaviour	Additional information

Additional Notes

Parent Communication Notes:

Parent Meeting 1 Date/Time: Attendees:	Notes: Actions:
Parent Meeting 2 Date/Time: Attendees:	Notes: Actions:
Parent Meeting 3 Date/Time: Attendees:	Notes: Actions: