



Welcoming | Involving | Evolving
Oxhey Early Years Centre

Oxhey Early Years Centre Behaviour for Learning Policy

General Philosophy

At Oxhey Early Years Centre we base our policy and practice on the Hertfordshire STEPs programme. The STEPs approach ensures that staff know how to promote pro social behaviour and manage difficult or dangerous behaviour whilst having an understanding of what the behaviour may be communicating. The focus is on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

Statement of intent

Our Centre believes 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.

Aims

- To ensure children's Personal, Social and Emotional Development is a fundamental aspect of our curriculum and runs through and supports learning in all areas of the Early Years Foundation Stage.
- To teach children to behave in socially acceptable ways and to understand the rights and needs of others.
- To use positive strategies to handle any conflict and praise and acknowledge desirable behaviours.
- To ensure all staff know how to promote pro-social behaviour and manage difficult and dangerous behaviour if necessary.
- For all staff to have an understanding of what an individual child's behaviour may be communicating.
- To create a positive and safe environment where respect, tolerance and understanding are displayed by all.

Methods

All staff have a responsibility to support children's personal, social and emotional development, including issues concerning behaviour.

- We expect all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

- We familiarise new staff and volunteers with the Centre's behaviour policy and its guidelines for behaviour and expect them to apply these consistently.
- We work in partnership with children's parents and carers when there are concerns about a child's behaviour. We use our observation records to help us to understand the cause and to decide jointly how to respond.
- To work with other agencies, where appropriate, to ensure that a child or family receive the best and most relevant support for their needs.

Strategies to Support Positive Behaviour

- Staff regularly promote our Centre's Nursery Rules so that children are aware of the expectations for behaviour (appendix 1).
- We expect everybody to listen to children.
- We expect everybody to speak to children with a positive tone.
- All staff know children well and differentiate both learning tasks and behaviour expectations in order to anticipate when children's anxiety or low self-esteem may be barriers to 'good' behaviour.
- We support each child in developing a sense of belonging in our Centre, so that they feel valued and welcome.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We praise and acknowledge and actively promote desirable behaviour such as kindness and willingness to share as a way of encouraging all children to develop these behaviours.
- We ensure that there are adequate toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing or waiting for turns.
- We are aware that skills such as sharing and turn taking take time to develop and require teaching and modelling from adults.
- Staff model positive behaviour and language and take the opportunity to talk about positive behaviour regularly e.g. "I am going to help Jo with this tidying up as there is so much to do."
- Specific praise is used to reinforce positive behaviour "Well done for letting your friend have a turn on the bike."
- Staff pre-empt possible conflict and distract children to help them maintain appropriate behaviour.
- We encourage children to find their voice, to inform staff about upsetting incidents and also to learn to say "no/stop".

Unacceptable/Hurtful Behaviour

- We believe that behaviour is communication and that in order to change a behaviour we must first understand and work to address any underlying/unmet need, whilst also setting firm boundaries and expectations.
- We recognise that some very young children may not have the necessary language or find their own emotions, such as fear, anger, distress, difficult to regulate. They may have tantrums, fight or bite and they require sensitive adults to help them deal with these emotions and resolve issues.

- We recognise that some children engage in fantasy play that involves rough and tumble, superhero or weapon play. This type of play is normal for young children and is acceptable within limits. If this play becomes inconsiderate then appropriate adult intervention and support will be used.
- We expect all staff, students and volunteers to use positive strategies for handling any conflict or undesirable behaviour by helping children find solutions in ways which are appropriate for the children's ages and stages of development. These strategies will include:
 - Language that focuses on the desired behaviour rather than the negative e.g. "Please remember to have kind and gentle hands when you are playing with your friends."
 - Solutions that focus on acknowledgement of feelings "I can see that you are feeling cross because you would like a turn with the car."
 - Explanation as to what was not acceptable, "I can see that you would like a turn but pushing is not kind and it hurts."
 - Time if necessary for the child to calm before moving on to reflect, restore and repair.
- We help children to understand the effect their behaviour has had on another child. If a conflict occurs children are encouraged to check on the other child with an adult. If the child refuses to, then the adult will continue to model appropriate behaviour and check on the other child. Adults do not insist on an apology. We believe kind and caring behaviour is more meaningful than just learning to echo the word 'sorry'.
- Children may be removed from a group or activity if their behaviour is disrupting other children or threatening their safety. Staff will support children to understand why their behaviour was inappropriate. More disruptive or challenging situations will be brought to the attention of the Headteacher.
- We take hurtful behaviour very seriously. In cases of serious misbehaviour, such as racial or other abuse, or intentional aggressive and hurtful behaviour, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- Aggressive incidents will be logged on 'Incident Forms' and all parents will be informed of the circumstances of what has occurred
- We will make every effort to discuss with parents any incidents that occur on the same day and to work together with them to address any issues to try and prevent incidents such as this reoccurring.

We recognise that a small minority of our children have needs that may result in high levels of anxiety and challenging, unsafe behaviours. Consistent, specific responses and strategies appropriate to the child's development and needs will need to be implemented in order to provide effective support.

We work in partnership with children's parents to address reoccurring unacceptable or undesirable behaviour. Parents are regularly informed about all aspects of their children's behaviour by their Key Person.

We may also:

- Use observations and record incidents using an ABCCD sheet (appendix 2) to help us understand the cause and to look for patterns in children's behaviour and decide how to respond appropriately.
- Write an individual Pupil Passport or 'Risk Assessment Management Plan' (appendix 3)
- Seek advice from other professionals such as Advisory teachers, Educational Psychologists.
- Use the Herts Steps 'Roots and Fruits' (appendix 4) and anxiety mapping (appendix 5) to help staff to understand and pre-empt individual children's behaviours.

Physical Intervention

- Staff use professional knowledge and judgement in situations involving physical contact with children. Working with such young children means that physical contact can occur in a variety of circumstances e.g. comforting a distressed child, holding a hand on a walk, giving a child

ACCEPTABLE FORMS OF PHYSICAL INTERVENTION AT OXHEY EARLY YEARS CENTRE

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- to comfort a pupil in distress, appropriate to their age
- to gently direct a pupil;
- for curricular reasons (for example in PE, Drama etc);
- in an emergency to avert danger to the pupil or pupils;
- in rare circumstances, when Restrictive Physical Intervention is warranted.

- In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- the pupil's age and level of understanding;
- the pupil's individual characteristics and history;
- the location where the contact takes place (it should not take place in private without others present).

Within Oxhey Early Years Centre this means that members of staff may physically guide, touch or prompt children in appropriate ways at appropriate times.

- a 'side on' cuddle as a means of praise.
- Senior Leaders attended 'STEP On' training in Spring 2020 and this was disseminated to all staff.
- We follow the statements from Hertfordshire's 'Model Restrictive Physical Intervention Policy for Schools'

- We use physical restraint, such as holding, only to prevent physical injury to the child themselves, other children or adults and/or serious damage to property, not as a form of punishment. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Head.
- Serious behaviour management issues, and how these have been dealt with, will be reported to the Governing Body within the termly Headteacher's report.
- Permanent exclusion will only be used as a last resort, in response to a serious breach, or persistent breaches, of the School's behaviour policy; and where allowing the pupil to remain in School would seriously harm the education or welfare of the pupil or others in the School. The decision to exclude a pupil must be lawful, reasonable and fair.
- Should parents or carers be unhappy with any aspect of Oxhey Early Years Centre's behaviour management procedure they should discuss the problem with their Key Person in the first instance. Anyone who feels unable to talk to their Key Person or is not satisfied with their comments should ask to speak to the Headteacher. In the event of a formal complaint parents/carers should follow the procedure in the 'Complaints Policy'.



ABCCD Behaviour Record

Child:	DOB:	Age:	Room:	
A-Antecedent Setting the context-what was happening BEFORE the incident? Location, people, noise level, etc.	B-Behaviour What was the behaviour observed? Was anybody harmed? What was said? Did you notice any significant body language?	C-Consequence What happened after the incident? Other people reactions? Child's reactions?	C-Communication What might the child be trying to communicate? What needs might the child be trying to meet	D- Do's and Don'ts Your action/response. Did it help? Did it hinder? What would you do differently next time?
Date: Time:				Adult's name:
Date: Time:				Adult's name:
Date: Time:				Adult's name:

Our Nursery Rules

We use kind hands and kind words.

We listen to each other.

We look after our toys and books.

We share our toys.

We walk when we are inside.

We look after each other.





Oxhey Early Years Centre

Risk Management Plan

Name	DOB	Date	Review date
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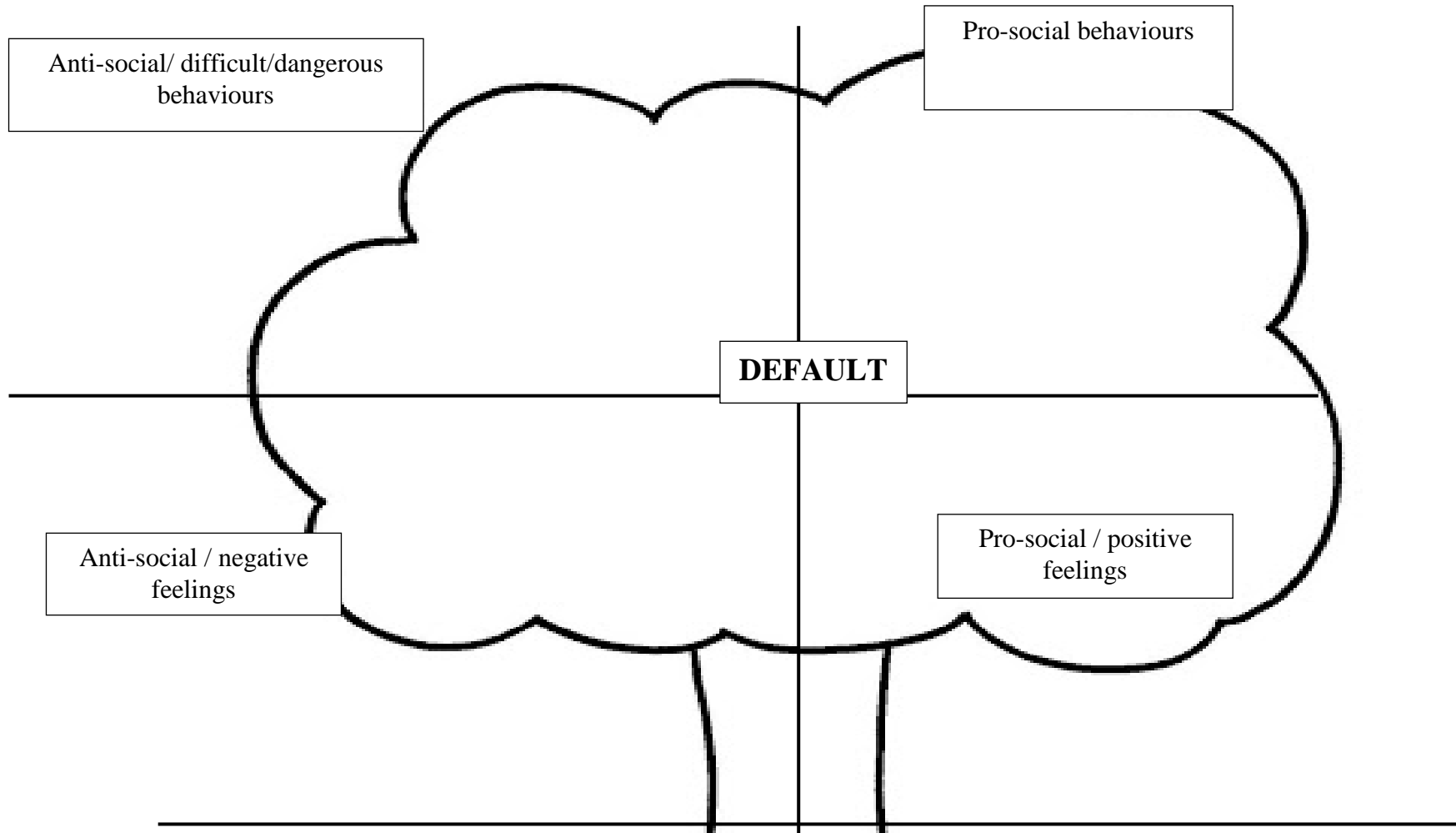
Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro-social behaviours	Strategies to respond
Anxiety behaviours (DIFFICULT)	Strategies to respond
Crisis behaviours (DANGEROUS)	Strategies to respond



Roots and Fruits

Name:	
Supporting Staff:	
Date:	
Review Date:	



Anxiety Mapping

