Nexus Education Schools Trust

Cultivating Positive Behaviour

The safeguarding and welfare requirements

Date: June 2024

Review Date: June 2025

"Providers are responsible for managing children's behaviour in an appropriate way." EYFS Framework

"Inspectors will consider the ways in which children demonstrate their attitudes and behaviour through the characteristics of effective learning". EY Inspection Handbook

Policy Statement

NEST Nurseries believe "behaviour management" is a collaborative process between staff, parents and most importantly the children in our care. We believe that children flourish when all their PSE needs are met and where there are clear and developmentally appropriate expectations for behaviour. Staff have high behaviour expectations and standards of themselves, each other, and the children in their care. Staff confidently apply their extensive pedagogical knowledge to model a range of behaviour strategies to meet each child's individual needs. All staff believe in the power of consultation, participation, and co-regulation. Children are problem solvers not problems to solve. We advocate committed rather than situational compliance.

NEST Nurseries Ethos

We show our respect for each other by being welcoming, inclusive, and showing kindness and good manners.

Procedures

We are reflective of each child's behaviour developmentally and adjust our strategies accordingly. However, staff have clear behaviour expectations and models to follow.

- "Chick Rules" created early on by all children and staff clearly identifying our settings behaviour expectations. This is constantly referred to and modelled by adults in the setting.
- Adults to explicitly model behaviour expectations when and where appropriate e.g., "I think this block goes on this shelf! I can see a picture of where it needs to go, and I don't want to trip over it and hurt myself!"
- Children given positive feedback when they are following the behaviour expectations e.g., "Oh thank you Sam for helping Toni with his coat, he was finding that zip very tricky to do up".
- Weekly "Champion Chick" home visits for each child who champions the "Chick Class Rules". Specific feedback is given to the child in a show and tell session.
- Where developmentally appropriate give a sticker to mark the praise to the child following the carefully given positive feedback.
- Parents will get daily feedback with the child's key person or the class teacher alongside the child to identify and share a positive behaviour they have exhibited during the day. (Please see communication with parents' policy).
- Staff model turn-taking and creatively utilising resources e.g., "shall we get a timer, so that you can both have a turn?" "We could also use the magnetic tiles to build a house if we do not have enough blocks?"
- Staff model self-affirmation, and give targeted praise specific to each child's current developmental needs e.g., "well done Tom, you put your coat on all be yourself, I like the way you laid your coat out onto the floor to help you, that was such a good idea, I am very proud of you…do you feel proud of yourself?
- Each child has a key person and will have daily key group time with their key person. This develops a sense of belonging to a group where they feel valued and listened to. Every child feels valued and welcomed and fosters positive feelings to their key person and peers.

NEST Behaviour strategies

Co-regulation

"Developing self-regulation, like many elements of development and learning, is not something children do by themselves. It is a process that grows out of attuned relationships

where the caregiver and baby or child are closely attentive to each other and engage in sensitive, responsive exchanges." - Birth to 5 Matters 2021.

Staff will;

- Approach the situation calmly, bring themselves to the child and down to their level, stop any hurtful behaviour, use a calm voice, and gentle touch (if appropriate) and remain neutral, observe, and listen to the child.
- Acknowledge the feelings of the children involved e.g., "James you seem very angry are you feeling cross?"
- Talk through the process with the child e.g., "oh yes, it is very frustrating when someone knocks your tower down, you have been working on that for a very long time haven't you?"
- Restate the problem, use and extend children's vocabulary. Ask for solutions and choose one together. Give follow up support, acknowledging children's accomplishments of solving the problem e.g., "would you like us to help you rebuild your tower? I don't think Sam meant to knock your tower down he seems very sad too…we all have accidents don't we Sam, I knocked over the chair this morning and I felt a bit embarrassed. Perhaps we could rebuild the tower on top off the table, so it doesn't get knocked down this time, do you like this idea, James? Thank you for helping James Sam. James I am impressed with your new tower I think allowing Sam to help you made the tower even taller!"

Committed Compliance

"The child responds to what they see as meaningful and relevant." Caroline Volans 2022

Staff will;

- Consider the context, listen to their child's views – consider adaptations or alternatives the child may have. Model investing into the appropriate behaviour model to the child e.g. "I can see that you have collected all the crates for your castle, I think some of the children would like to help you, perhaps if you let them help you build the castle, they will play with you in it later. If you are the king, what other people do you need in your castle? Can I be the Jester I am very good at telling jokes?"

Attachment, Attunement & "Attention Seeking

"Only specially trained and qualified professionals should assess a child's attachment style. However, it's important for all adults working with children to understand what attachment is and know how to help parents and carers become attuned to their child's needs." NSPCC Learning website

Staff will;

- Take time to understand the context, triggers and personality of the children in their care.
- Show the child that their care about them, listen to them and value them e.g. Good morning Bob I missed you at Nursery yesterday are you feeling better today? This facilitates a trusting relationship with the key person and shows the child that they are in the key persons thoughts even when they are not in eye sight.
- Provide time for a child who is displaying "attention needing" traits. E.g. "Susie, I am just going to put my coat away in the cupboard and then would you like to show me your picture? I can see you are very excited to tell me about it!"

2-year-olds and Impulsivity

"Their developmental stage means that they can be very determined, but also impulsive. This will change as they develop language but in this "in between" stage they can be become very frustrated as they struggle to communicate their feelings." Pacey

Staff will;

- Gain the child's attention by saying their name and talk to them calmly and softly.
- Look for body language clues e.g. clenched fists, red face etc
- Come down to the child's level so that they can see and hear you, perhaps sit down near or next to them.
- Offer comfort e.g., play, back pat etc.
- Tell the child what you want to them to do, use visual body cues if appropriate and smile at them to reassure them.
- If appropriate use a visual timetable to support me with transitions.
- Make sure the child is not tired, hungry, or over stimulated.
- Don't ask too many questions.
- Give the child time to think and respond.
- If appropriate distract the child e.g., give them a job or offer them a quiet place to spend some time.
- Do not rush the child and give realistic choices so that the child feels in control e.g., how about if you pour the milk into your cup and I get the milk out of the fridge.
- Later, where appropriate talk over what happened with the child. Modelling words for feelings e.g., Sally you were feeling very sad earlier on, you were crying, and your body was very droopy and unhappy.
- Begin to teach self-regulation by modelling simple co-regulation skills as above.

Body Language/Positive vocabulary & Praise

Practitioners can use a variety if body language based on the individual child's preferences e.g. a shy child may prefer a thumbs up alongside quiet praise where as another more outgoing child may appreciate a high five and an energic "awesome!"

However, these are the preferred praise behaviours;

Body Language: Smiling, thumbs up, surprise/amazement, tone of voice, clapping hands/sharing feelings, share with another (school, class, parents, teacher etc). Praise a child through another if the child if direct praise is hard to handle.

We limit physical touch for praise unless initiated by child e.g. hug, high five, slap on the shoulder, pick up etc. We respect our children's physical boundaries and follow safeguarding procedures.

When speak to a child concerning behaviour we follow the below system;

Never public shame, but do publicly acknowledge positive behaviour dependent on the child's preferences. Always bring yourself to the child's level, avoid speaking across the classroom, this avoids providing an audience for the behaviour or making the rest of the class feeling "told off" too.

Choice: Where possible give children a choice, Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

Be consistent: We are consistent! When practitioners act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off negative behaviour.

Self-aware: consider your position in the room, your proximity to the children, your facial expression, your tone of voice, your posture, choice of words and eye contact. Do they all communicate your confidence and authority? Do they tend to reduce the situation or raise it? Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

<u>Unacceptable Behaviour</u>

In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanation rather than personal blame.

Staff do not shout or raise our voices in a threatening way to respond to children's behaviour.

We treat spitting, in the same way as any other form of challenging behaviour. Ensuring staff are aware that it is just another form of release for a child displaying aggressive behaviour, much like hitting and kicking. We do not accept these behaviours towards staff or other children at NEST Nurseries. (Please see Persistent Challenging Behaviours).

Persistent challenging behaviour

In the event of a child displaying frequent challenging behaviour, regular observations and meetings with parents and carers will be conducted. This is to ensure that we can monitor and identify any triggers to the child's behaviour and to establish consistency between setting and home.

- We use a behaviour tracking method of observation (See SEND templates), this tracks the frequency and nature of a specific behaviour.
- If needed, where behaviour has become aggressive and the child is at risk to themselves or others. In this instance a safe area e.g. outside or in the sensory circuit can be utilised for the child to display high levels of energy, they would be fully supervised by a practitioner. The child would remain in this environment until their aggression has subsided or until they were no longer deemed at risk to themselves or others.
- If the unwanted behaviour continues a referral may be made through the Bromley Early Years team to help identify any further strategies or support that can be put in place.
- IBP (see SEND) will be created that individual child and shared with all practitioners in the setting to support consistency and avoid triggering the child.