



Greenfields Nursery School and Children's Centre

Headteacher: Ellie Larkin

Behaviour Policy

Date Approved: September 2019

Approved by the Policy and Curriculum Committee

Greenfields Children's Centre and Nursery School is committed to providing an environment where children, families and staff can feel safe, valued, happy, accepted and included. We value the strong relationships that exist throughout the Greenfields community and have high expectations of everyone to actively promote equality and inclusion. Our behaviour policy promotes positive behaviour strategies that enable young children to understand their feelings and make sense of their world. It is part of young children's development to have tantrums and test boundaries but a clear positive behaviour management policy will ensure that staff and parents work together to support children's development.

At Greenfields all children are seen as confident, capable, strong and rich in potential and we have high expectations of their capabilities, achievements and behaviour.

Aims

- Promote a clear message and provide a common understanding about behaviour management to all members of staff and parents.
- Support parents in their understanding of children's personal, social and emotional development and provide parents with helpful messages and strategies to support behaviour.
- Adults in the Centre will act as role models for children always being polite and respectful in their interactions with others.
- Promote care for the environment, including living things, equipment and each other.
- Create an environment where children feel able to express themselves and where adults and children are willing to listen.
- Help children to work cooperatively and begin to negotiate and compromise.
- Help children develop self-confidence, self-awareness and self-esteem.
- Help children to understand and accept limits and boundaries in order to enable them to make good choices about how they behave.
- Help children to develop self-control and self-regulate their behaviour in order to express their feelings in ways that are not going to hurt others.
- Support children to make positive choices.

Staff

All adults at Greenfields act as role models for the children. As such, the language they use is crucial. The language used by the adult soon becomes the language of the child. Staff should be mindful of the need to avoid negative responses and language. Positive language should be used to acknowledge appropriate behaviour and explain why particular actions or situations might not be appropriate or even safe. Staff should be aware of potentially dangerous situations and prevent these by explaining quietly and calmly to the child or group of children the effects of their actions e.g. "If you stand on that chair you might fall and hurt yourself or someone else". In this way children will begin to understand what is and isn't acceptable and take responsibility for their own actions. Staff should use an appropriate tone of voice. Adults have a mediating role in supporting a child or children who may be involved in a particular dispute or conflict. Children need to learn how to negotiate and staff play a vital role in facilitating this.

Strategies we use to encourage children to develop negotiating skills include:

- Turn taking games
- Role play
- Ring games

- Outdoor games with small apparatus (bats, balls, hoops, etc.)
- Philosophy sessions
- PALS sessions

Adults also play a key role in helping children to develop a sense of respect for the feelings of others. Children need to be shown that certain actions will have effects on others.

Parents

At Greenfields we recognise and acknowledge that parents are their child's first educators. They have the background knowledge and information on their child's development and it is therefore of the greatest importance that we work in partnership with them. The Centre's 'open door' policy is aimed at creating good two way dialogue between families and ourselves and we would hope that parents feel confident and happy to approach us with any concerns over their child's behaviour just as we would keep them informed of any issues or incidents involving their child.

With regards to children with Special Educational Needs relating to behaviour problems, the Centre will adopt procedures from the Code of Practice, working closely with parents and any relevant outside agencies. Parents will be kept informed of the Centre's policy and strategies for dealing with behaviour which emphasises the positive aspects of the child rather than focusing on the negative.

Environment and Resources

There should be continuous emphasis on encouraging children to respect and care for their surroundings and the resources on offer in the Centre.

This can be done through:

- Adults acting as role models and as support during session and tidy up times; picking up litter, showing children where things go, showing value and respect for books etc.
- Children helping to put resources in the correct containers etc. during tidy up times (sorting and matching)
- Children helping to look for any items which may be lost.
- Adults explaining to children the results of their actions – e.g. "If you leave the pen without a top on it, it will soon dry and we won't be able to use it again."

It is also important for staff to demonstrate all of the above to any other adults who may be spending time with us in the nursery, including parents and students.

Physical Intervention (Positive Handling)

Definition of Physical Intervention:

Physical Intervention is the positive application of force with the intention of controlling a child's behaviour in order to protect him/her from harming themselves or others or seriously damaging property.

The Centre adopts the London Borough of Ealing's guidelines for schools, nurseries and children's centres on the use of physical intervention (Positive Handling), the Borough does not advocate the use of

physical restraint. If it becomes necessary in exceptional circumstances to use physical restraint, it will be as an act of care. Refer to Policy and Guidelines for Physical Intervention for further information.

Supporting Children and Families with Inappropriate Behaviour

If there is an on-going concern regarding a child's behaviour this will be brought to the attention of the Special Educational Needs Co-ordinator (SENCO). The SENCO will talk with staff and parents and observe the child in the nursery. The SENCO will make appropriate recommendations to support staff in managing the behaviour and if appropriate will put an IEP in place.

If on review of the IEP the behaviour has not improved the SENCO in consultation with the staff and parents will consider the appropriate next steps which could include; initiating an Early Help Assessment Plan (EHAP), referral to the Educational Psychologist or the Supportive Action for Families in Ealing (SAFE) team.

Pastoral Care for School Staff Accused of Misconduct

Greenfields has procedures in place for the supervision and support of all staff working with children and families. In some circumstances staff may need additional support in which case the Headteacher would identify an external provision that could meet the needs of the staff member. Greenfields buys into the employee assistance programme, Workplace Options which provides a confidential counselling service.

Biting

Children biting other children is one of the most common and most difficult behaviours in an early years setting. It can occur without warning, is difficult to defend against, and provokes strong emotional responses in the biter, the victim, the parents, and the caregivers involved.

For many children, the biting stage is just a passing problem. Young children try it out as a way to get what they want from another child. They are in the process of learning what is socially acceptable and what is not. For other children, biting is a persistent and chronic problem. They may bite for a variety of reasons: teething, frustration, boredom, inadequate language skills, stress or change in the environment, feeling threatened, or to feel a sense of power. No matter what the cause, biting in a group situation causes strong feelings in all involved. It does help, however, to be aware of the potential problem before it happens, and to form a plan of action if it does occur.

Strategies used to prevent biting from occurring

- The biter is calmly removed, using words such as 'biting is not okay – it hurts.' Avoid any immediate response that reinforces the biting or calls attention to the biter. The caring attention is focused on the bitten child.
- The biter is not allowed to return to the play and is talked to on a level that the child can understand. 'I can see that you want that truck, but I can't let you hurt him. We don't put our teeth on people.'
- Redirect the child to other play.
- Demonstrate alternative responses to situations and reinforce appropriate behaviour. eg during story time, role play using puppets.
- Work together in partnership with the parents of both biting children and frequently bitten children to keep all informed and develop a joint strategy for change.
- Consider early transition of a child 'stuck' in a biting behaviour pattern for a change of environment, if developmentally appropriate.

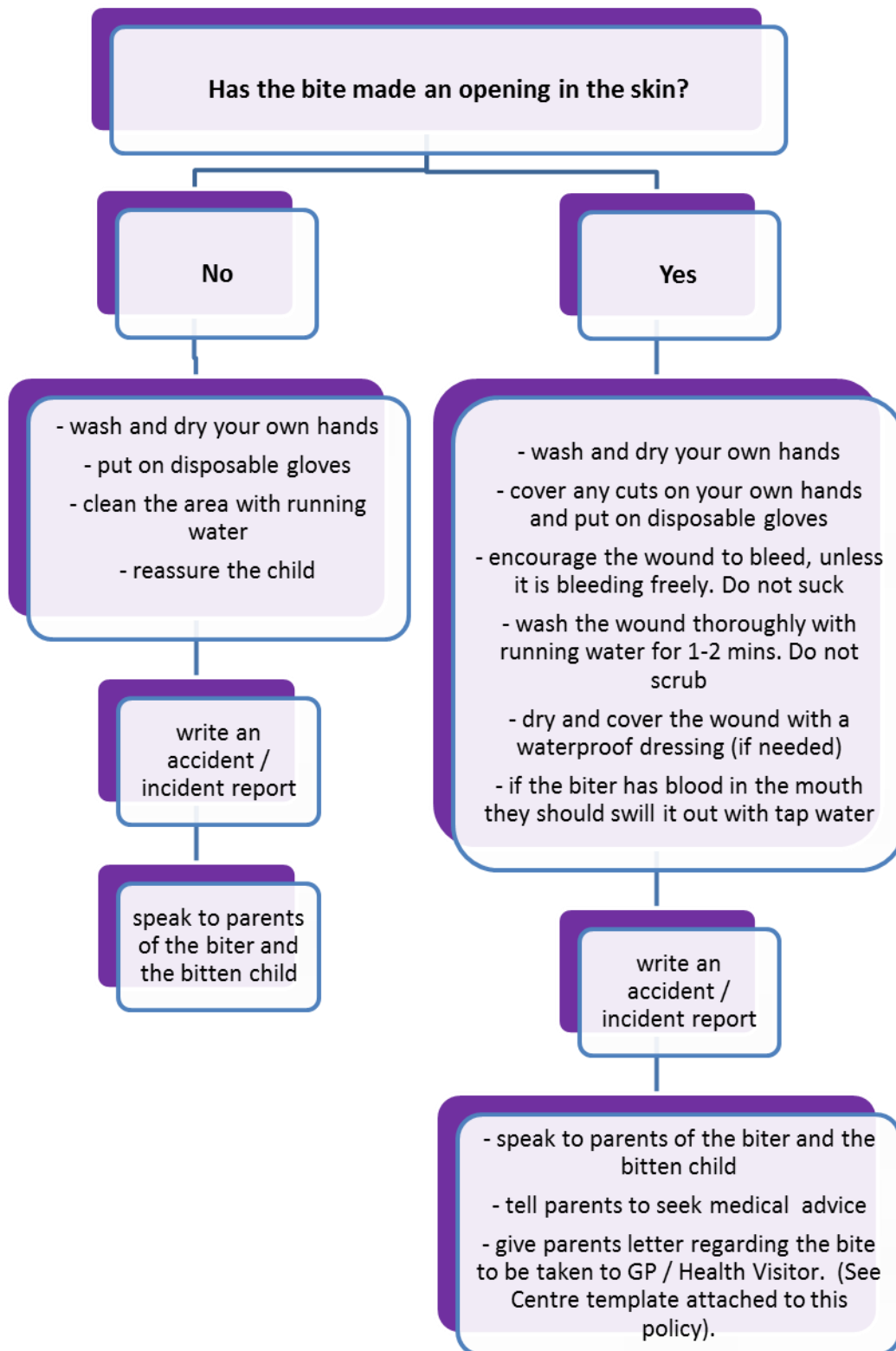
Risk

- Bites that do not break the skin do not normally pose an infection risk, unless there is a pre-existing skin break or skin condition. If there is severe bruising without a skin break however, medical advice should be sought.
- If a bite breaks through the skin, following a biting incident, medical attention and advice must be sought immediately and risk assessment performed, for both the person bitten and the biter.
- The risk of a blood borne virus (BBV) being transmitted is higher if there is blood in the biter's saliva. The risk may be reduced if the bite is through fabric.

Actions to reduce the risk associated with biting

- Discuss the Centre's behaviour policy with parents before enrolment
- Ensure staff wear long sleeved clothing if caring for a child who bites regularly
- Consider individual plans for children who repeatedly bite, involving parents and the child's GP
- Take a history from parents to assess the BBV risks in children who bite repeatedly

Procedures used if and when biting occurs:



Appendix one

Letter to be taken to GP or Health Visitor – BBV status not known

Date:

Dear Sir / Madam,

(Name) _____ has sustained a human bite which has broken the skin. The blood borne virus status of the biter and bitten person is not known.

The following actions have been undertaken by the nursery:

- first aid was administered,
- accident report written,
- parents have been informed of the risks related to human bites breaking the skin and have been advised to contact their GP / Health Visitor).

Please manage according to your own local policy and in line with recommendations on management of human bites and involving potential exposure to blood borne viruses.

Yours Sincerely,

Nominated Safeguarding Person
Greenfields Children's Centre

Appendix two

Letter to be taken to GP or Health Visitor – BBV status known

Date:

Dear Sir / Madam,

(Name) _____ has sustained a human bite which has broken the skin.

The (biter / bitten person) is known to be

(HIV / Hepatitis B / Hepatitis C) positive. (Delete as appropriate)

The following actions have been undertaken by the nursery:

- first aid was administered,
- accident report written,
- parents have been informed of the risks related to human bites breaking the skin and have been advised to contact their GP / Health Visitor).

Please manage according to your own local policy and in line with recommendations on management of human bites and involving potential exposure to blood borne viruses.

Yours Sincerely,

Nominated Safeguarding Person
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