

Behaviour Policy



Written by: Low Hill Nursery School

On: March 2023

Review: March 2024

Low Hill Nursery School

Behaviour Policy

Rationale

We believe that all members of our Nursery School are entitled to a calm, purposeful happy atmosphere where quality and embedded learning occurs. Children should feel valued and respected, free from humiliation and encouraged to learn from their mistakes.

Low Hill Nursery is proud to be a 'Wellbeing School' and the wellbeing of our families are at the centre of everything we do. We provide a safe, trusting, and non-judgemental environment for all our families. We will strive to eliminate prejudice and discrimination, and to develop a supportive and secure environment where all children can flourish and feel safe.

We believe that the adults in our school should feel included in a whole team approach to behaviour where they are able to share responsibilities, skills, and knowledge. A whole school policy is essential to ensure consistency in managing behaviour in our school.

Aims

1. To prevent unwanted behaviours and encourage wanted behaviours.
2. To develop positive dispositions for learning.
3. To ensure a calm and purposeful environment.
4. To ensure all children are valued and respected.
5. To develop a consistent, whole team approach ensuring children know and understand behaviours expected of them.
6. To role model excellence.

What impacts on behaviour:

- Attachment
- Trauma
- Experiences – role models
- Reinforcement
- Learning difficulties
- Communication needs

Remember: Behaviour covers positive and negative: All behaviours carry a message.

LHNS believes in “connection before correction”

The Iceberg Theory:

Behaviours present and are visible as is the top of the iceberg. Below the water are hidden aspects of behaviour – the underlying factors.

Managing unwanted behaviour.

'Behaviours that challenge' are not deliberate and are not personal.

Every behaviour is a communication. What is the message behind the behaviour? What is impacting on the behaviour? Plan for change over time.

planning for positive behaviour.

- What is the problem? – observe, talk to others, be specific.
- Why does it happen? – empathise - a day in the life oflook for the communicational intent.
- Check for medical or sensory explanation
- When does it occur?
- What is happening around the behaviour?
- How are we going manage behaviour?
- What positive skills can we teach the child?

Plan for one change at a time.

Record your findings negative **AND** positive on the star pro-forma see Appendix 1

It may be appropriate for children who have specific behavioural needs to have individual behaviour plans and this may, depending on individual circumstances, involve strategies that deviate from this policy. These plans will be formulated with staff and parents together and reviewed regularly with other professionals where necessary. See Appendix 2 and 3.

At Low Hill Nursery school practitioners will use the 'STAR' model.

Settings:

- environmental e.g. outside, group, nursery
- personal and internal e.g. hungry/tired

Triggers – What happened before the behaviour?

Actions – Observable behaviours of child and others

- What behaviours are you seeing?
- How are you acting?

- How are other adults/children reacting?

Results – Positive or negative – What happened as a result of the behaviour

- Social
- Sensory
- Material

STAR helps us to understand behaviours: positive and negative.

Staff/adults in the nursery will document behaviours where necessary (See Appendix 1).

Strategies

- **Time In NOT Time Out. ‘Connection before Correction’**
- We will sit with a child who is having a difficult moment. We join them to support regulation and as appropriate, offer modelling emotional literacy.
 - The child can express their feelings and calm down. Adults will empathise with the child's feelings and often just quiet connection is all that is needed. Time in gives a vital opportunity for teaching emotional regulation and when the child feels that their needs are being considered they will be better able to process their feelings and with adult support, they will learn how to label and manage these feelings. Children will not feel isolated, shamed or scared. The child has the time needed to properly process a range of feelings. Time in offers an opportunity to find out what the message is and what the child is needing.

Remember the child's developmental level of understanding

- **Adjust your communication if necessary**
 - Signs, symbols, objects, visual support.
 - Reduce your language – simple, clear.
 - Modulate your voice – whisper/sing/adjust volume.
 - Use Makaton
- **Reward the behaviours you want to see more of.** Immediate rewards are more effective. Behaviours that are rewarded are more likely to be repeated – (whether desirable or not!).

- **Positive Reinforcement** Provide praise where this is appropriate with a ratio of 3:1 Knowing the child is key; some children do not like praise or prefer this to be given privately.
 - Be specific about what you like e.g. I like the way you shared your blockswell done.
- Seek out the child and praise often. Praise other children around the child. Adults praise each other.
- **Change the environment**
 - Eliminate barriers to desirable behaviours. Noise, lighting, visual stimulus
 - Eliminate temptation.
 - Make it physically impossible for behaviours to occur.
 - Make routines consistent.
 - Use visuals to support boundaries; endings and to support understanding of what is happening now and next.
- **Distract and divert**
 - Know the child's motivators and have these to hand to divert attention away from the unwanted behaviour
- **Model desirable behaviour**
 - Be consistent and shape the behaviours over time. Hand over hand or hand under hand. Teach the skills of waiting, sharing,
- **Define the behaviour you want to stop**
 - Positively frame your instruction Not "stop kicking" but "please keep feet still".
 - What do you want the child to donot emphasise what you don't want to do.
 - Criticise the action/behaviour **never** the child.
- **Set limits**
 - Clarity
 - Simple
 - Enforceable and realistic
 - Give a choice if this is appropriate
 - Win – Win situations
 - First` - `Then` phrases – use up daily timetable
 - Reinforce expectations and boundaries.

- **Endings**
 - Positive 'happy' fun: Use a positive tone, and Makaton when using the word 'finished'
 - Visuals: Prepare a child for an ending – such as a sand timer and now and next with objects of reference are always helpful.
 - Motivate: plan the 'next' to be a favoured activity
 - Once you use the word you must finish.

- **Ignore challenging behaviour (if safe and appropriate).** If early intervention methods like discussion have failed, ignoring undesirable behaviour is a great method. This means no eye contact, no verbal exchange, and no physical contact.

- **Issue one command at a time.** Use the child's name before the instruction. It's tempting to string a chain of commands together – but resist the urge. One command at a time is much more effective because too many requests lead to confusion and frustration. Equally, give children time to respond. Instead of repeating yourself – give two or three minutes for a child to process and follow the command.

- **Positive handling approaches**

- 12 staff at Low Hill have been trained in TEAM TEACH which is a positive behavioural support approach. This 6-hour training took place on 5th January 2023

- In TEAM TEACH training, staff are taught positive behaviour management and handling strategies which reduce the need for physical intervention and restraint. This training aims to help transform a wide variety of workplaces and relationships, equipping individuals and teams to manage challenging behaviour and conflict safely and respectfully, driving positive outcomes. More information on Team Teach can be found at www.team-teach.co.uk

- Positive handling Interventions must always be:
 - in the best interests of the child
 - proportionate to the circumstances it is intended to prevent
 - necessary
 - recorded clearly and accurately on 'CPOMS'
 - shared with parents/carers

"Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe" George Mathews (founder)

Communication with Parents/Carers

Low Hill Nursery School is a calm and caring environment, in the event of a child hurting another child then parents and carers must always be informed by the child's Key worker

Low Hill Nursery will communicate with parents when we have observed a change in a child's behaviour or if a child has hurt another child. We want to work in partnership to ensure that all children's needs are being met.

Emma Harris
Updated March 2023

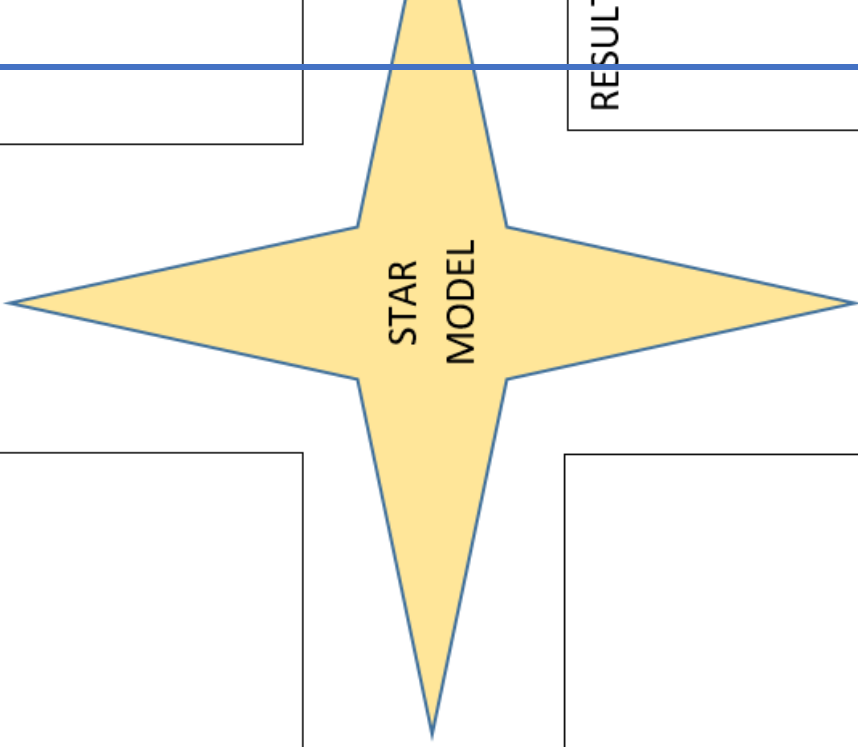
Chair of Governors

CHILD'S Name _____ KEYWORKER _____

SETTING:

TRIGGER

**STAR
MODEL**



ACTIONS:

RESULT

Appendix 2

_____ 's Positive Behaviour Support Plan (PBSP)

Name of person completing PBSP			
Does __ consent to this plan?	/No		
Named persons completing PBSP:			
Name	Job title/relationship to child	Signature	
Date plan produced		Date plan agreed with _____	
Date of review		Person responsible for review	

Aim of the plan (specific expected and achievable outcomes)
E.g. To reduce incidents of throwing where it is unsafe, to once a day. To reduce incidents of swiping or pushing furniture to 3 per week To reduce incidents of pushing/hitting others to 3 per week

About _____

(my likes and dislikes, what makes me feel good, what I'm good at)

_____’s Skills

(what skills I have, what skills I’d like to develop in the future to increase my quality of life, things I might need more support with)

E.g.

I can sit at a table

I can copy other people

I can follow a routine

I can wait a short amount of time with a timer

I can take people to the things I want

I can use aided language displays (ALD)

I would like to develop

Use of objects/& pictures to tell you what I want & further ALDS

Use of objects/& pictures to tell you how I feel

_____’s Communication

(How do I communicate? Include receptive and expressive communication)

_____ uses some single words in context to communicate – He understands what is expected with the use of pictures and/or objects _____ can point to request things that he can see

_____ can use an ALD consistently to request more and to communicate when he has had enough of something

With modelling _____ can use ALD to communicate additional things and he clearly says the words alongside

Description of the Behaviour (what it looks like, frequency, intensity, duration)	Function of the behaviour	Known 'setting events' (e.g. tired, hungry, pain, noisy environment, hot/cold)	Known triggers (events likely to trigger the behaviour)
1. _____ throws objects that are unsafe, risk of injury to people and property is a concern	Seeking sensory stimulation to reduce internal discomfort. Resulting from emotional over/under alertness Curiosity needs something visually interesting/stimulating Wanting someone to join in his play Wanting someone give him attention	Thirsty Tired Frustration e.g. Unable to communicate wants needs Not feeling heard/listened to/understood	Door opening Waiting time between activities/transitions Changes in routine Activities not engaging or challenging Lunch/snack time – not wanting the food/drink/cup on offer Not being allowed to have an object that he wants Not being allowed to do something/boundaries.
2. _____ hits or bites others	To communicate his emotions To try to get his wants/needs met	Feeling frustration Lack of control	Not being allowed to have an object that he wants Not being allowed to do something/boundaries
3. _____ will swipe at objects breaking them	To communicate his emotions	Feeling overwhelmed Unable to communicate feelings, wants, needs	Ending of motivating activities, waiting, being told no or stopped . Transitions

Strategies to help keep me feeling happy and calm (*Proactive strategies (1)*)

(Environmental changes, avoiding known triggers e.g. crowded areas etc, skills teaching e.g. communication skills, teaching appropriate alternatives or coping skills, how do these address the function of the behaviours identified above)

What we might see	How we should act
<p>Productive play: reproducing actions I have seen, Focused sensory play: exploring sensory properties of objects e.g. bubble wrap popping – looking at books appropriately Water play/block play</p>	<p>Stick to the routine Show him what is going to happen next using pictures /& objects Give me attention – join in my play</p>

Strategies to help me when I am starting to feel 'worked up' (*Secondary preventative strategies (2)*)

(Redirection to another area or activity etc, verbal, or non-verbal calming techniques)

What we might see	How we should act
<p>Pacing about Non-engagement in the adult led activities</p>	<p>Stick to the routine Offer quiet dark space Offer tight space to squeeze into Offer deep pressure massage activities. intensive interaction</p>

Strategies to help me when I am in 'melt down' (*Reactive Strategies (3)*)

(How my behaviour can be calmed down as quickly & safely as possible)

What we might see	How we should act

<p>Swiping Crying Throwing objects Laughing Hitting out at other people attempting to bite or biting</p>	<p>Keep * and everyone else safe Use Makaton sign for stop Minimise attention given, make safe using mats/ cushions, guide to calm area with minimal objects <u>avoid giving eye contact, praise or 'telling off'</u> Stay silent.</p>
--	--

Strategies to help me when I am coming out of 'melt down' (Post crisis interventions (4))
(How will you know I am calming down? How will you support me after an incident?)

What we might see	How we should act
<p>Zoned out Passive Seeking tactile sensory experiences</p>	<p>Stick to the routine Offer quiet dark space Offer tight space to squeeze into Peanut ball Offer social enagement, eye contact smiles, and intensive interaction. Offer tactile experiences – e.g. calm box – fur fabric, Offer visual experiences – e.g. light up toys, cause and effect toys</p>

Evaluation of Effectiveness

Date/Time	Step 1 used	Step 2 used	Step 3 used	Step 4 used
	Yes/No	Yes/No	Yes/No	Yes/No
comments				
	Yes/No	Yes/No	Yes/No	Yes/No
comments				
	Yes/No	Yes/No	Yes/No	Yes/No
comments				
	Yes/No	Yes/No	Yes/No	Yes/No
comments				
	Yes/No	Yes/No	Yes/No	Yes/No
comments				
	Yes/No	Yes/No	Yes/No	Yes/No
comments				
	Yes/No	Yes/No	Yes/No	Yes/No
comments				
	Yes/No	Yes/No	Yes/No	Yes/No
comments				
	Yes/No	Yes/No	Yes/No	Yes/No
comments				

Individual Behaviour Plan

Date started:

Name:

Date of Birth

Behaviour/s to be supported:

Perceived purpose/message of behaviour:

Aim of Individual behaviour plan:

Child's strengths:

This plan is to be shared with parents and reviewed weekly.

Individual Behaviour Plan for

Rewards/Motivators:	Triggers/Things to avoid:
Signs of stress:	Successful strategies:
Environmental modifications/preventative measures:	Other relevant information:

Signed: _____ **Parent/carer**

Date: _____

Signed: _____ **Teacher/practitioner**

Date: _____