

**Statutory Framework for the EYFS 2023**

**PROCEDURE**

**REFERENCE**

**FORM**

<p><b>NSPr8 – Procedure for Dealing with Children who show Inappropriate Physical Behaviour</b></p>	<p><b>NSR11 - Removing Barriers</b></p>	<p><b>NSF10 – Designated Responsibilities</b></p>
<p><b>NSPr10 – Effective Behaviour Management Procedure</b></p>	<p><b>NSR12 – Every Child Matters: Next Steps</b></p>	<p><b>NSF21 – Observation Report</b></p>
	<p><b>NSR16 – From Breakfast to Bedtime</b></p>	
	<p><b>NSR20 – Managing Classroom Behaviour</b></p>	

**Introduction**

At Wellingtons for Langley Hall, we focus on preparing children for lifelong learning. We do this through our dedicated Nursery Nurses who make learning imaginative, creative and inspiring. This raises self-esteem and motivates children to want to learn and make progress on their learning journey. We lay down firm foundations by focusing on the Prime Areas of Learning. In addition, we focus on developing children’s ‘Characteristics of Learning’ in order that every individual be the very best that they can be and shine in their own unique way.

We want every child to be happy to explore, observe, question and be motivated to do their very best. We want them to challenge themselves; to be critical thinkers and keen, independent learners. We want them to thrive...

The Nursery Policy for Positive Behaviour operates in conjunction with the following policies and publications:

- Anti-bullying policy
- Special Educational Needs (SEN) policy
- Staff code of conduct
- Managing positive behaviour
- Safeguarding and Child protection policy

## Aims and Objectives/Values

We believe that emphasising positive behaviour in Nursery tends to marginalise unhelpful behaviour and decreases the number of misdemeanours. A well-managed, orderly environment in Nursery will encourage children to react in a positive, caring way.

At Wellingtons for Langley Hall, we aim to promote positive behaviour by ensuring that:

- We provide a safe and secure environment where all children can learn.
- Every child has the right to learn but no child has the right to disrupt the learning of others.
- The fundamental approach is a positive one, drawing attention to, rewarding helpful behaviour and mutual respect.
- Whole Nursery approach to discipline with a clearly defined code of conduct.
- We will seek to give every child a sense of personal responsibility for his/her own actions.
- Where there are significant concerns over a pupil's behaviour, we will share the strategies we use with parents in order to continue to develop parental engagement; working on an active partnership to promote Helpful behaviour.
- Early support for developing problems.
- Strategies may be recorded in a Pupil Profile.
- Bad language is considered to be unacceptable behaviour.
- We will seek advice and support from appropriate outside agencies.
- Opportunities for responsibility and recognition for non- academic achievement.

## **Why?**

In response to frustration: toddlers are learning all the time. Failures as they learn outnumber the successes they have. This leads to frustration. As a child becomes more able to do things, tantrums start to decrease.

Failure to communicate: children who are able to verbalise their frustrations, needs, etc. are less likely to have temper tantrums. Children who cannot verbalise their needs can sometimes use signing (Makaton) or actions to express themselves.

Anxiety: as toddlers develop, they become aware that their parent exists even when they cannot see them. They are aware therefore that they are separate from them, and this can lead to anxiety. Anxiety can also result from the toddler feeling that there is no one in control. They are too young to set their own rules/limits therefore consistent guidelines need to be set by adults.

Young children will become engrossed in activities and will not take kindly to being drawn away from something they are enjoying. It is important to distract children away to other tasks or activities or to suggest gently that they might like to try something else. Always give children a little time to assimilate the change and use freewill to do what you have asked of them.

## Roles and Responsibilities of all staff

All staff must be consistent in their approach when dealing with behaviour by following our 5 steps consistency model.

### 5 Step Consistency Model.

- Staff should model positive behaviours and the Golden Nursery rules.
- Staff should meet and greet at the door of every lesson or collect children from different areas of the Nursery to set expectations for learning.
- Staff should engage and challenge pupils during every lesson.
- Staff should step pupils calmly and slowly through the behaviour procedure, using the set script.
- Staff should follow up every time, retain ownership and engage in reflective dialogue and restorative justice.

Teaching staff will use Circle Time and stories to help educate the children in making positive and moral decisions. Children will also be supported to do this in their play and during real life contexts that arise.

**Behaviour incidents should be recorded in an unbiased tone on CPOMS – recording facts only.**

Wellingtons for Langley Hall has a named person designated as responsible for supporting children's behaviour.

## Parental Involvement

Staff will liaise with parents and other professionals to manage children's behaviour and as far as possible allow each child the opportunity to experience our Nursery in a positive and rewarding manner. Parents will be informed and involved as early as possible via email, at dismissal or by telephone. Parents will be supported to assist in the management of their child's behaviour and are included in meetings and planning where appropriate.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the Nursery Day.
- By ensuring that pupils have appropriate dress for Nursery.
- By supporting the Nursery in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others (See Golden Nursery rules)
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at Nursery and avoiding unnecessary pupil absence.
- By adhering to the Home-Nursery Agreement, which details the agreed responsibilities of parents, pupils, and teachers (**See Admissions Pack**)

We value our partnership with parents/carers and encourage involvement in all aspects of Nursery life including discipline and behaviour.

We aim to:













- Welcome parents into nursery and make them feel valued.
- Clearly define the role of parents in nursery, matching interests and skills to activities.
- Develop good communication between parents and nursery (Home/Nursery Communications Book).

**Implementation of the Policy**

**Golden Nursery rules**

The Golden Nursery rules will be embedded across the Nursery and visible in every playroom and other key areas in the Nursery. Wellingtons for Langley Hall also refers to Codes of Conduct that children should adhere to when in different environments within the Nursery

**The Golden Nursery rules are:**

<p>We use kind words...</p>		
<p>We have kind hands &amp; feet...</p>		
<p>We listen to each other...</p>		
<p>We share our toys...</p>		 <p>Friends</p>
<p>We love our food...</p>		 <p>Tap twice</p> <p>to eat</p>
<p>We love coming to nursery! 😊</p>		

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## Behaviour Procedure

At Wellingtons for Langley Hall, we have established a positive behaviour system, where most of the adult's times will be spent focusing on children making helpful choices rather than taking time to deal with misbehaviour.

In order to promote positive behaviour, staff will imbed a Superstar Behaviour System



A large star is place in on the wall of the playroom. Big enough to fit all of the children's name inside



All the children have their name printed on a green happy face, because they can be green if they choose too.



Ignore Low level disruption, reminding children frequently about good choices and the Nursery golden rules.



Children receive warning for unhelpful choices in 3 steps.

- 1) This is not appropriate behavior. This is not what I'd like to see. I would like to see." (Describe the behavior characteristics you want)"
- 2) We've talked about this. Do you remember what I wanted to see? Can you tell me?
- 3) We've talked about this and I know you understand. This means you have chosen an unhelpful choice – perhaps you need some time to think about this.



If behaviour has not improved then their green face gets move outside of the star, and a conversation with the child takes place to explain why.



Children are given many opportunities to move back into the star and this should be celebrated publicly.

If poor choices are made consistently then a meeting with the parents and SLT takes place to draw up a plan.

## PACE and Positive Communication

At Wellingtons for Langley Hall, we have established and embedded consistent language that is used when communicating with children. It is important for children to understand that their behaviour is their choice and that they are in control of the choices that they make, unhelpful choices will result in a fair consequence agreed with the teacher and child. It is imperative that language is consistent throughout the Nursery and has a positive impact on a child's behaviour.

- Helpful Choice
- Unhelpful Choice
- Consequence
- Reflection/Thinking Time

### **PACE Language (SSR48)**

Examples of PACE Language

- I wonder if...
- I get it...
- I get how much...
- It seems like you are feeling...
- I can see why that might upset you...
- That must be so hard for you when...
- I understand now...
- I can't imagine what it's like for you...
- No wonder you didn't...
- It really feels like...

### **Positive Communication**

When talking to a child it is important to address the child at their level, side on (non-threatening), eye contact and personal.

You should revisit the rule, share the expectation, recite the routine and end on a positive.

- "\_\_\_\_\_ I can see you are \_\_\_\_\_/ I can see you have had a problem getting started. "
- "You know we are working on \_\_\_\_\_."
- "I need you to focus on the task, I know you can do it. "
- "You will need to come and see me at \_\_\_\_\_ to \_\_\_\_"
- "Do you remember when you \_\_\_\_\_"
- "I hear what you are saying."
- "I understand."
- "Maybe you were .... and yet...."
- "Yes, sometimes I may appear unfair."
- "Be that as it may."
- "There may be some truth in that..."
- "I am sorry that you are having a bad day."
- "I am stopping this conversation now. I am going to give you a chance to think about your choices. I know that when I come back, we can have a polite, productive conversation."

### **Rewards and Incentives**

We must all be aware of the importance of encouraging appropriate behaviour in Nursery, and also of the different ways this can be achieved.

The ethos or climate of the Nursery as a whole is central to establishing and maintaining high standards of behaviour.

At Wellingtons for Langley Hall, we try to concentrate on those children that are making Helpful behaviour choices, these children should receive the majority of your time and attention. We also understand that Praise should be:

- Carried out in public (if the child is comfortable with this)
- Be celebrated with peers.
- Be shared with parents.

And punishment or consequence should be:

- Carried out in private.
- Shared with parents.
- Be restorative.

Two ways that we try to encourage helpful behaviour are through the use of praise and a system of rewards:

### **Praise**

As a general rule, adults should try to give about TWICE as much praise as censure. Praise can be given in formal and informal ways, in public or in private, for maintenance of good standards as well as for particular achievements.

### **Rewards**

The use of a range of rewards for children is also effective. Wellingtons for Langley Hall rewards a wide range of achievements

- Stars or similar points-based system rewarded in class-by-class teacher for following the Golden Nursery rules
- Star of the Week award given weekly for an individual child who has stood out as a “Star” in a given week.
- Sharing achievements with parents via, the Nursery Facebook page, phone calls and dismissal
- Communicating with children in a positive way
- Regular ‘End of Term Assemblies’ where public mention and note is made of good examples, both of work, behaviour and attendance.
- Sweets will not be used as a reward and food will not be used as a bribe.

### **Sanctions**

#### **Unacceptable Behaviour**

There is no place for violence, bullying, harassment, victimisation, vandalism, rudeness to adults, or bad language in the Nursery community and these must always be discouraged. Anyone who observes or experiences bullying, harassment, victimisation or vandalism are encouraged to enlist the help of class teachers, lunchtime supervisors and Play Rangers in the Nursery to resolve problems of this type.

Repeated occurrences and/or instances of red level behaviour will need to be recorded onto CPOMS, alerting the Head of the Nursery before being placed in the child's profile record. Sanctions exist to protect individuals from these negative forms or behaviour. Solutions to problems of bullying, harassment and vandalism should offer opportunities to support and guide the "wrong doer" to take a more positive role within the Nursery.

- No attention given.
- Catch up learning.
- Referral to senior staff
- Warning letter to parents (may be appropriate to send)
- Discussion with parents
- Risk Assessment
- Low level incidents to be recorded on CPOMS in an unbiased account – just to keep records
- Home/Nursery communication book
- Referral to Behaviour Lead, SENCO\*, Head of Children's Services and outside agencies as appropriate.
- External exclusion

Children at Wellingtons for Langley Hall will know that each day brings the opportunity for a fresh start. At Wellingtons for Langley Hall children will work as a class team to collect stars. If a child receives a consequence we will work on a restorative approach, where children will 'catch up learning' and work with Staff to reflect and rebuild relationships.

### **Restorative Justice**

A restorative justice meeting is used to help children reflected on their behaviour choices and set targets for the future. This can be done orally in the playroom after the child has received thinking/reflection time or documented on the Behaviour Incident Report Form following more serious incidents.

### **Definition of unacceptable behaviour specifically relating to bullying:**

Being deliberately hurtful (including aggression) which is repeated over a period of time and is difficult for victims to defend themselves. Bullying can take many forms, but 3 main types are:

Physical - hitting, kicking, spitting, and taking or damaging belongings

Verbal - swearing, name calling, insulting, and making offensive remarks

Cyber bullying - use electronic devices including those made by text, on social networking sites or by other electronic means.

Emotional - when a person tries to get what they want by making others feel angry or afraid and tries to lower their self-esteem

Indirect - spreading nasty stories about someone, exclusion from social groupings and being made the subject of malicious rumours

### **Use of physical restraint**

It may become necessary for a child to be physically restrained to protect themselves or others from harm.

Before using physical restraint, staff should – where practical – tell the pupil to stop misbehaving or employ known strategies for calming or dealing with pupils with special needs or social, emotional, or





mental health difficulties. Care should be taken to avoid giving the impression that the member of staff is angry or frustrated or are acting to punish the child.

Appropriate use of restraint will range from the physical passive presence in between pupils, to blocking a pupil's path, ushering them by placing a hand in the centre of the back, leading them by the hand or arm, to, in more extreme circumstances, using appropriate restraining holds. Particular attention will be given to individual needs which arise for children on educational health care plans, disability or social, emotional, or mental health difficulties.

Staff should restrain a child who is violent or extremely disturbed by approaching them from the back of the child and wrapping their arms around the child to hold the child's arms against their body. Staff should speak calmly, quietly and reassuringly at this time, encouraging the child to calm down. If physical restraint is used, this will be reported as soon as practicable to the Head of the Nursery and a record of the circumstances will be kept on the child's personal file and recorded onto CPOMS. A meeting with the parent/carers will also take place that day.

### **Exclusion**

Wellingtons for Langley Hall reserves the right to ask that a child is withdrawn from the Nursery in the interest of themselves or others if the child (or parent) exhibits exceptionally disruptive behaviour and additional professional support is not accepted.

### **Reporting an Incident**

It is very important that incidents of extreme behaviour, or those that require additional support are recorded onto CPOMS, alerting the Head of Nursery so that it can be recorded and filed in the behaviour log which will be monitored by Heads of Nursery in liaison with Behaviour Leads, Head of Children's Services and SENCO. These reports should be as detailed as possible including the names of child or adult involved, staff involved, statements from others who may have witnessed the incident and details of follow up actions taken and by whom.

### **Anti-bullying**

Wellingtons for Langley Hall recognises that the reasons children and adults are bullied are varied but include:

- Race, religion, culture or social practices
- Special educational needs or disability
- Appearance or health conditions
- Sexual orientation
- Home circumstances e.g. being a carer or in social care
- Sexist or sexual bullying
- Unsafe conduct on the Minibus

It is also recognised that whether the 'reason' is true or not is irrelevant when considering bullying sanctions and all forms of bullying will be treated as being equally serious and dealt with appropriately.



### **Prevent Strategy**

Wellingtons for Langley Hall is fully committed to safeguarding and promoting the welfare of all its pupils. As a Nursery we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At Wellingtons for Langley Hall all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Staff will follow the Preventing Extremism and Radicalisation Safeguarding Policy and Female Genital Mutilation (FGM) Policy, the Nursery have taken account of the guidance from the Department of Education (DfE) who has called for all public bodies to make explicit their preventative measures to minimise the threat of extremism in their setting. The main reference document is called 'Tackling Extremism in the UK' and should be read in conjunction with this policy.

All staff at Wellingtons for Langley Hall have attended Prevent training to support them in identifying extremist views and radicalisation in young children.

“Good relationships are built on creating a sense of success and then noticing it”.