

**NORTH STAR NURSERY AND HOLIDAY CLUB**  
**POSITIVE BEHAVIOUR MANAGEMENT POLICY**

North Star Nursery whole-heartedly adopts the Early Years Alliance policy on behaviour and seeks guidance from the local SEMH (Social, Emotional and Mental Health) team. The whole ethos of the nursery's behaviour manifests from setting realistic expectations of children and using reasoning, praise and role models to enhance good behaviour.

This policy should be read in conjunction with the Guidelines on Physical Intervention appended to this policy at Appendix F.

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self esteem in an atmosphere of mutual respect and encouragement.

In order to achieve this:

- Rules governing the conduct of the group and the behaviour of the children will be discussed and agreed within the nursery and explained to all newcomers, both children and adults.
- All adults in nursery will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of good, positive behaviour, noting it can take 28 days of consistency to form a "good habit".
- All adults will try to provide a positive model for the children with regard to friendliness, care and courtesy.
- Adults in the nursery will praise and endorse desirable behaviour such as kindness, willingness to share and good listening, through "Thumbs up", "high fives", applaud, stickers and certificates (see also Adult Golden Rules Appendix G).
- Nursery staff will give positive instruction, explaining what they would like to see rather than drawing attention to the unwanted, e.g "please walk" rather than "don't run", "good sitting" rather than "stop fidgeting about", "feet on the floor" rather than "don't climb". It is easier to teach an aim or goal than to unteach something you do not want.
- We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour (see Appendix B). Undesirable attention will be dealt with in the quickest time possible, explaining what we would like to see instead e.g. walk please, feet on the floor, kind hands.

**When children behave in unacceptable ways:**

- Physical punishment, such as smacking or shaking, will never be used nor threatened.
- Distract rather than react
- Model what you would like to see.
- Encourage the child to say sorry in an age appropriate way or repair the damage or harm.
- In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.
- Where appropriate, this might be achieved by a period of 'time out' with an adult.
- In any cases of misbehaviour, it will be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.
- Adults will not shout or raise their voices in a threatening way – but only in warning, where they are not able to approach to deflect a situation

- Adults in the nursery will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.
- Each child's behaviour is assessed on a daily basis and verbally reported to the parents or carers. This information may be recorded on an incident form, STAR chart (see Appendix E).
- Any behaviour problems will be handled in a developmentally appropriate manner, respecting individual children's level of understanding and maturity.
- The whole nursery will tackle recurring problems in partnership with the child's parents or carers using objective observation records to establish an understanding of the cause.
- Adults will be aware that some kinds of behaviour may arise from a child's special needs (see Special Educational Needs and Disabilities Policy), changes to home life, bereavement, or illness. Remember the "ICEBERG" there is far more going on underneath than we see – see Appendix A.
- If practitioners and the Nursery Manager/SENDCO feel the behaviour needs formal monitoring, "shadowing" will take place in the first instance. Designated nursery staff will stay close to the child during the day to observe the play and interactions placing themselves in the way of any aggression to peers and modelling good interaction and play.
- STAR charts will be instigated in Nursery and offered to parents or carers to utilise at home. Senior staff will explain to parents or carers the use of these charts and reassure the "special need" for their child, as an individual, is a temporary aspect that needs special/different support than those methods being utilised with the majority of children in our care, the Nursery Management Committee will also be informed in confidence. The Committee as a whole will be informed at the next meeting how many children are being monitored by STAR charts and individual progress. Any personal information that might identify individual children will be anonymised. The Committee's role is to monitor and agree to budget and staffing requests that may arise from children in the nursery with SEND.
- STAR charts record difficult times by S=Setting, T=Triggers, A=Action, R=Responses. We will monitor and record behaviour in consultation with the parents or carers, to try and identify possible triggers, such as tiredness, activities, time of day, food, peers. This will be reviewed at 6/8 weeks (or more frequently if deemed appropriate due to severity or frequency).
- STAR charts form a part of a child's development records (or learning journey) and will be transferred between rooms as the child transitions through the nursery. The child's development records are regularly shared with parents or carers and at the end of a child's time at nursery will be given to the parent or carer. If a STAR chart is still relevant at the time a child leaves nursery to go to another setting or to move on to school, STAR charts may be shared with the other setting as a part of any transition document/records.
- Running alongside the STAR chart, or as a support tool, a Reward Chart may be offered if it is deemed that the child will understand and value it. The day is broken into short time scales with a reward available for each time slot.
- If other children are involved in the unacceptable behaviour, the parents or carers of the recipient children will be offered 6-8 week reviews and support.
- We will set strategies to avoid the cause of the behaviour, if identified. This will be monitored and reviewed with parents or carers at 6/8 weeks.
- If the unacceptable behaviour escalates or continues, we will seek support from a development worker and set a date for them to visit the setting and observe the child. Any new strategies (see Appendix D) suggested will be utilised, monitored and recorded for a review with the parents or carers at 6/8 weeks. The North Star Nursery Management Committee will be informed of the situation to date.
- If the unacceptable behaviour is still evident, a second visit will be arranged with the development worker to observe, review records maintained by nursery practitioners and plan further strategies to be reviewed in 6-8 weeks, the Nursery Committee Chairperson will be informed of the progress to date.
- See support strategies for recipient (see Appendix D).
- If unacceptable behaviour is still evident short term "special measures" will be instigated e.g. behavioural therapist, speech therapist, educational psychologist, additional support worker. Steps and timescales will be followed as set out in the Special Educational Needs

Policy. Social, emotional and mental health difficulties, may manifest themselves in many ways. The child may become withdrawn or isolated, the child may display challenging, disruptive or disturbing behaviour.

- All possible actions to resolve the situation satisfactorily must be made within a nine-month period, from initiation of STAR charts, and a report presented to the North Star Nursery Committee.
- In exceptional circumstances, the end result may be that full day care in a group setting is not the best option for the child. Integration with mainstream and a special needs environment may be needed to support the child and their family. All strategy reviews and outside agencies will be asked to provide evidence together with the nursery staff to reach such a conclusion with the parents or carers and the North Star Nursery Committee.
- It is important to remember that children, as individuals, develop and mature at different rates. If a child does not conform at this moment in time, to usual socially acceptable behaviour, this may change over weeks and months as they grow and develop.
- North Star Nursery will endeavour to seek support and guidance for any child, their family, the staff and peers to ensure quality of care.

This policy links to:	Health and Safety Policy Health & Safety Handbook Safeguarding Children and Child Protection Policy Code of Conduct Special Educational Needs and Disabilities Policy Equality, Diversity and Inclusion Policy Data Protection Policy Risk Assessment Policy Confidentiality Policy Staff Induction Staff Training Complaints Procedure
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<b>Policy Review History</b>	
October 2012	v.1
November 2015	v.2
November 2017	v.3
September 2019	v.4
May 2021	v.5

**This policy will be reviewed in May 2022 unless a review of events, legislation or guidance from health professionals or Ofsted indicates that a review should take place sooner.**

**Signed** ..... **Dated** .....

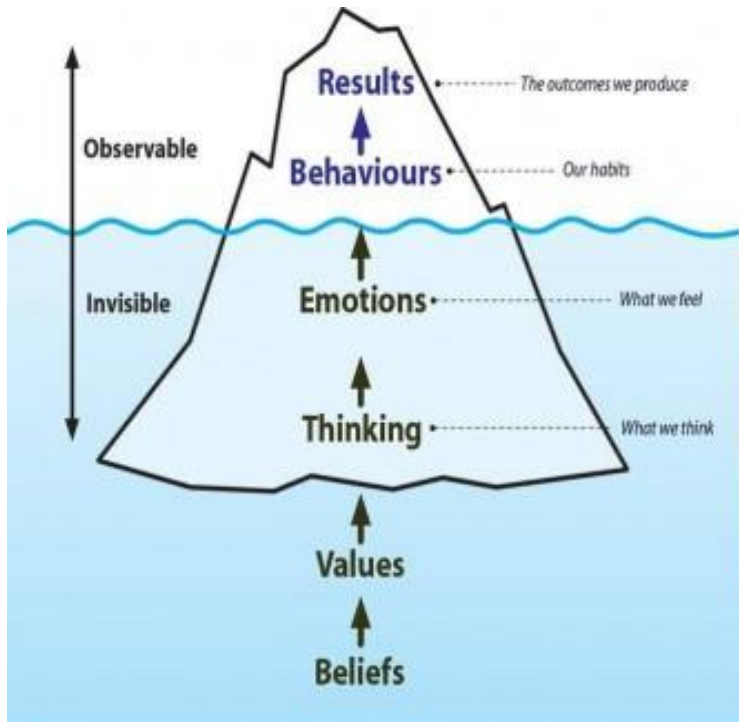
**Print** ..... **Nursery Manager**

**Signed** ..... **Dated** .....

**Print** ..... **Reviewing Committee Member**

**APPENDIX A**

**The Iceberg of Environmental Factors on Behaviours**



## **Appendix B**

### **Types of unacceptable behaviour as agreed by staff of North Star Nursery**

- Hurting others
- Biting
- Pinching
- Scratching
- Snatching
- Hair pulling
- Being destructive beyond the norms of age and stage of development
- Abusive behaviour (racial or other)
- Constantly ignoring instructions from others (not to be confused with deafness or glue ear)
- Throwing toys
- Spitting
- Bullying (see **Appendix C** taken from The Anti-Bullying Handbook by Keith Sullivan)

## **APPENDIX C**

### **Definition of bullying**

“A conscious and wilful repetitive act of aggression and /or manipulation by one or more people against another person or people. It is also an abuse of power by those carrying out the bullying, which is designed to cause hurt.”

### **Bullying**

Usually repetitive and can be any one or a combination from the list below

#### Physical

- Biting
- Hair pulling
- Hitting
- Kicking
- Locking in a room
- Pinching
- Punching
- Pushing
- Scratching
- Spitting
- Any other form of physical attack
- Damaging a person's property

#### Non-Physical

##### Verbal

- Abusive language
- Abusive telephone calls / emails / digital communications
- Extorting money or possessions
- Intimidation / threats of violence
- Name-calling
- Discriminatory remarks / teasing
- Sexually suggestive language
- Spiteful teasing / cruel remarks
- Spreading false / malicious rumours

##### Non-Verbal

- Mean faces / rude gestures
- Manipulating / ruining friendships
- Systematically excluding, ignoring and isolating
- Sending (often anonymous) poisonous notes / messages / digital communications

*This should be handled by the Nursery or Holiday Club and an Incident Form should be completed as set out in the Equality and Diversity Policy.*

### **Can be mistaken for, but is not, bullying**

- Playful teasing
- One-off fighting
- Rough and tumble or play-fighting with no intention of causing damage or harm

*This should be handled by the Nursery or Holiday Club but not treated as bullying*

### **Criminal Activity**

- Assault with a weapon
- Grievous bodily harm
- Threatening to cause harm or kill
- Theft
- Sexual abuse

*This should be handled by the Police or other authorities as appropriate*

## **APPENDIX D**

### **Support strategies**

#### ***Non specific for the injured party***

- Role play/imaginative play to act out behaviour types with the group.
- Strategies - individual who is harmed is given attention and comfort first.
- Records are made of incidents and reviews carried out
- There is a Complaints Procedure that parents or carers can follow as displayed on the Nursery notice board, on the website and in the Policies and Procedures file in the nursery. Printed copies are available on request.
- If it appears that a child is being targeted to receive harm by the behaviour, these parents or carers will be entitled to a review period of 6-8 weeks with the Nursery Manager or SENDCO.

#### ***Specific***

- A copy of the Complaints Procedure is displayed on the Nursery notice board, on the website and printed copies are available on request.
- Please remember that young children have little understanding of time, something that happened last week is still very real to them today. Equally, once hurt by someone that memory remains and the cause can be recalled even in that person's absence.
- Staff will work to ensure that the injured child does get the attention from incidents, and not the perpetrator.
- The perpetrator will be encouraged to repair the harm such as cuddles, helping to fix a book, pick up the pieces of a model they broke, say sorry.
- Minimise the attention for negative behaviour- keep it short no longer than 30 seconds.
- Remember that we operate an "*Open Door Policy*" – come and peep through the doors to see your child at play, join us for one of our regular Parents or Carers' Play Sessions or talk to the staff and Nursery Manager. In addition, we offer advice and top tips at drop off and collection times when parents and carers can talk with the nursery staff as well as regular parent consultations either in person or over the telephone.
- The Nursery Manager will monitor staff behaviour and responses with regard to anti-discriminatory practice. As stated in the Equality, Diversity and Inclusion Policy, inappropriate behaviours will be challenged.
- The STAR charts also identify positive behaviours, by what they do not record. (What type of behaviour is the child displaying when staff are not making entries on the STAR. Charts? It must be acceptable, take pride in this).
- Reward charts



**APPENDIX E – STAR Chart**

<b>Settings</b>	<b>Triggers</b>	<b>Action</b>	<b>Responses</b>
When, where, who, what	Signals that start / stop the behaviours	What did you see them do or hear them say?	What happens as a result? What did people do? The environment

Parent signature .....

Manager/SENDSCO signature .....

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## **APPENDIX F**

### **Guidance on the Use of Physical Intervention in the Early Years**

#### **Introduction**

These guidelines have been written to support all children in our care and the practitioners and students working alongside children.

Managers and / or the SENDCO should ensure that all staff, including voluntary workers and students, are aware of and agree to these guidelines. The procedures should be read in conjunction with the Positive Behaviour Management Policy and Special Educational Needs and Disabilities Policy.

Through these guidelines and other policies, practitioners should aim to protect the interests of the children in their care as well as protecting the staff who implement them.

Practitioners should be aware that young children do not necessarily consciously plan their physically aggressive behaviour and are not yet able to comprehend the impact of this on peers, practitioners, parents or carers, others they may come into contact with or indeed themselves.

Practitioners should remain calm to support the child in order to benefit from early experiences aimed at promoting appropriate learning and development and to promote self-control appropriate to the child's age and stage of development. Remembering to safeguard them from harm is an ultimate requirement of their role.

Practitioners should seek additional advice from other professionals if physical intervention is required for a child as part of a behaviour management programme (for example, Educational Psychologist, Behaviour Support Teacher). The interventions should be clearly identified on a support plan shared by all adults and agreed with the child's parents or carers.

#### **What is Physical Intervention?**

Adult intervention (interaction and support) with a child requiring physical contact.

Physical intervention should not result in any form of restraint unless it is necessary for one of the following:

- to stop or prevent physical aggression towards others-adult or child
- to stop or prevent deliberate damage which may harm child or others
- to prevent dangerous situations
- to prevent a child or children from coming to any harm (safeguarding)
- to support a child in learning self control in any of the above situations.

**PHYSICAL RESTRAINT SHOULD ONLY BE USED IN HIGH-RISK SITUATIONS I.E. WHEN A CHILD, OTHER CHILDREN OR ADULTS ARE AT RISK OF HARM.**

#### **Steps to be followed when physical intervention leading to restraint is necessary**

1. Seek advice from relevant professionals on the type of intervention or support required.
2. Agree the support strategies with the parents or carers.
3. Record the strategies on a support plan and share with all staff, ensuring that all staff understand and agree to the procedures.
4. Senior practitioners to ensure that all staff follow physical intervention appropriately and as agreed, for example, keeping to agreed length of times.
5. Record any individual incidents involving physical restraint and report to parents or carers as soon after the event as possible.

6. Monitor and review the support plan and progress made with parents or carers/carers on a regular basis (daily if possible).

Safe restraint in high-risk situations may involve:

- Familiar adult holding a child gently but firmly from behind for up to one minute. Adult to grasp hands in front of child's upper body, holding child's arms down at his or her sides and child sitting in front of adult facing away.
- Adult to talk to the child reassuringly, use gentle tones rather than shouting even if the child is shouting.
- Use the minimum time necessary to restrain a child in order to avoid a dangerous situation.
- Avoid gripping the child, especially at joints or vulnerable parts of the body such as wrists/fingers, ankles.
- Keep adult's face away from the child's head so that it cannot be flung backwards. Place hand behind the child's head if the child is prone to flinging it backwards.
- Rocking the child in this position may help, along with speaking in a soothing way.
- Never carry a child when he or she is distressed. Better to leave the child in a safe space in order to calm down first and move other children from the situation if possible.
- If adults need to remove a child from a potentially dangerous situation, encourage the child to walk, use two adults supporting child under both arms.
- If a child requires lifting/carrying to a safe place, ensure that two adults are present at all times and avoid carrying a child if it is not safe to do so.
- Ensure that the staff member and other children are given appropriate support after a distressing event.

## APPENDIX G

### North Star Nursery & Holiday Club Golden Rules for Adults (nursery staff, students and agency staff)

- I will greet each child individually, by preferred name and with a smile.
- I will smile, wink or give a "thumbs up" when I notice a child trying hard.
  - I will use phrases such as "good sitting Michael", to reinforce positive behaviour.
- I will show the children how we co-operate by example, modelling and sharing.
  - I will ensure that the child hears me communicating positively with his/her parents or carers or carers.
- I will always acknowledge a child and ensure they have their fair share of quality time with an adult.
  - I will have a supply of stickers! (age appropriate)
- I will see that each child has a carpet square or cushion to sit on at circle time and personal space.
  - I will focus on what I want the child to do; more than what I want the child to stop doing.
    - I will make a fresh start every day.
- I will share any concerns I have about a child with the Senco or Manager.
- I will always respect the children's freedom to choose, when appropriate.