



## Ilminster Avenue Nursery School

### Behaviour Policy

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## **1. Rationale**

All children and staff have a right to feel safe and secure. Ilminster Nursery School has a commitment to maintaining a safe and happy environment in order to promote the social, emotional, intellectual and physical development of each child. We recognise that there are many factors that affect children's behaviour, including ability, emotional state, age and maturity.

This policy should appear on the Setting website.

This policy works with the Setting's the Code of Conduct, Equalities, EYFS policies, Safeguarding and Child Protection and SEN Policies.

## **2. Aims**

- To provide a safe and supportive environment in which all children are enabled to have positive learning experiences.
- To help children become aware of their actions and the responses of others to their actions.
- To have consistent and appropriate expectations of all children, providing clear boundaries and positive reinforcements.
- To raise self esteem and confidence, and give encouragement and praise for achievements.
- To work in partnership with parents / carers and other agencies, in order to meet individual needs.
- To share information and good practice to inform a whole setting approach.
- To support staff in managing challenging behaviour.
- To promote and celebrate positive behaviour.

## **3. Behaviour Principles**

- Staff will embrace the values of the setting: honesty, trust, respect, and integrity.
- Staff will model positive behaviour.
- Expectations will be dependent upon the children's age, experience and progress.
- Each child will be assigned a key worker.
- Sufficient and appropriate resources will be available to each child that, match the children's age and maturity, the activity, and group size.
- Children will be given the opportunity to access outdoor play which enhances positive behaviour (see below).
- Use of a visual (pictorial) timetable and a structured routine will be made in each classroom, in order to give children the confidence of knowing what is going to happen next and what is expected of them.

- We will take into consideration the needs and feelings of all the children in the class when setting up a system of rewards for individual children, to ensure fairness.
- Positive behaviour is encouraged by adults being explicit about what we want the children to do, e.g. 'Good walking', rather than using negative language, e.g. 'Don't run' and through the use of verbal praise, messages to parents, messages to other members of staff / Headteacher.
- A distinction will be made between the child and their behaviour, making this clear by talking about the child's *behaviour*, and not about the *child*, e.g. "You are a lovely girl/boy, but it makes me sad when you throw the bricks"
- We will use alternative +/or augmentative communication when necessary, e.g. gesture, Makaton signs, photographs or symbols, PECS, voice-output communication aids.
- Staff will explain their actions to other children, developing understanding of the language and strategies, so that they may learn to resolve their own conflicts.
- Agreed sanctions will be immediate, fair and appropriate.
- We will involve parents as much as possible in discussions about their child's behaviour. These discussions can be on a range of levels including telephone calls, home/setting diaries, informal or specially convened meetings.
- We will discuss and implement appropriate intervention strategies when a child presents with consistent inappropriate behaviours, e.g. Layered intervention (Appendix 1), Defusing techniques (Appendix 2), structuring of the timetable or environment – T.E.A.C.C.H. (Appendix 3)
- The class teacher will detail behaviour targets and agreed strategies in an Individual Behaviour Management Plan, or include them in the child's Individual Education Plan (IEP). Progress will be closely monitored.
- The Inclusion Leader will support staff by providing advice, information and training.
- Further support will be sought from other professionals/outside agencies when necessary, e.g. Educational psychologist, Behaviour Support Service. Parents/carers will be asked for their permission before any referral is made.
- We will continue to support families through the provision of programmes run by outside agencies, e.g. Family Services team.

#### **4. Challenging Behaviour**

Challenging behaviour is defined as:

- *'The behaviour itself or its severity is inappropriate, given the person's age and level of development.'*
- *The behaviour is dangerous either to the person himself or to others.*
- *The behaviour constitutes a significant additional handicap for the person by interfering with learning of new skills or by excluding the person from important learning opportunities.*

- *The behaviour causes significant stress to the lives of those who live and work with the person, and impairs the quality of their lives to an unusual degree.*
- *The behaviour is contrary to social norms.'*

(Zarkowska and Clements, 1988)

Staff will follow Bristol City Council (BCC) guidelines when dealing with challenging behaviours. Strategies will be discussed within teams, the Headteacher, parents and other professionals involved. A range of strategies is outlined in the 'Positive Handling' folder, which is kept in the staffroom. The School Leadership Team (SLT) will support staff managing children with extreme and challenging behaviours on a regular basis, and a range of 'coping strategies' will be discussed in order to reduce stress/anxiety. We will follow the Bristol Standard process to ensure that we are providing the best possible behaviour management strategies.

Where the Setting judges that a child's behaviour presents a serious risk to themselves or others, a member of the management team must always put in place a robust Risk Assessment which is reviewed regularly and, where relevant, a physical intervention plan. Staff must familiarize themselves with the Centre's Equalities and SEN Policies in this regard.

Children should not be restrained. If a member of staff feels that a child is an immediate danger to them or other children they and the other children should leave the situation and the incident reported to the Designated Safeguarding Lead (DSL) as soon as possible.

If physical intervention is seen as appropriate, it must be achieved with the minimum force and for the minimum time necessary. Staff will use physical control only as a last resort if a child's behaviour is presenting an immediate risk to themselves or others. Circumstances in which physical intervention might be considered are:

- Preventing an accident (e.g. a child running across the road).
- Preventing injury or damage (e.g. a child having a temper tantrum).

Such incidents should be recorded in detail, making a note of:

- Child's name.
- Time and location of incident.
- What triggered the incident.
- Nature of the incident.
- Others involved.
- Witnesses.
- How the situation was handled.
- What form of restraint was used.
- The level of force used and any consequences.

It is the policy of Ilminster Avenue Nursery School to ensure parents/carers sign to confirm that they are aware that physical intervention was used on their child and why. It is important to consider who should record the incident and how parents will be informed.

## **5. Exclusion**

- Wherever possible, we will endeavour to continue to support the child within the setting ('Internal Exclusion'), although they may be excluded from their class for specific periods of time.
- Exclusion may be considered, as a final resort, in order to maintain the welfare of children and staff, where all other approaches have been tried, or in extreme cases. The Exclusion Procedures set out by BCC will be followed.
- Families will be supported provided by learning and resources if children are suspended pending exclusion.

## **6. Anti-Bullying**

- We will refer to BCC 'Anti-Bullying Guidance', which provides detailed guidance on policy and practice. Copies are kept in the staffroom.
- BCC gives a broad definition of bullying: Bullying is behaviour which makes other people feel uncomfortable or threatened whether this is intended or not. Bullying is about power. Victims feel powerless to stop it. Others, such as parents/carers for instance, may feel powerless to know how to help.
  - It is deliberately hurtful behaviour;
  - It is repeated often over a period of time;
  - It is difficult for those being bullied to stop the process.
- In this setting, because of the developmental level of the children, incidents that occur are likely to be unintentional and not likely to be repeated. Staff are sensitive to the effects of unwanted behaviours on children. These behaviours may be physical e.g. hitting; verbal, e.g. name-calling; emotional e.g. "I'm not your friend"; or a combination of the above e.g. some children may be more domineering than others.
- If appropriate, children will be given opportunities to report bullying in a discrete way.
- Staff will deal with incidents immediately, talking to all the children concerned, including those nearby.
- Staff will encourage children to think about the effects of their actions on others, e.g. "How would you feel if ... did it to you?"
- Staff will help the children to develop an awareness of right and wrong and, when appropriate, get down to the children's level, acknowledge children's feeling, rephrase hurtful language, ask children for ideas for solutions & choose one together.

- We will cover these aspects as part of the 'Personal, Social and Emotional Development' curriculum and SEAL programme of learning.
- We seek to tackle bullying by ensuring anti-bullying is embedded in the culture of our setting.

## **7. Outdoor Play**

Outdoor learning has a positive impact on behaviour throughout the setting. Through discussion we reflected how our practice has changed and developed to meet the expectations of the EYFS:

- Access to a stimulating outdoor learning area that encourages curiosity.
- Longer periods of time accessing outdoor play which enables children to become more engaged and involved in their learning.
- Sustained time in the setting outdoor area rather than 'short garden times' (like playtimes for older children)
- A wider variety of resources, large and small.
- Opportunities for children to manage their own risks and grow in confidence (e.g. climbing trees)
- More natural experiences (e.g. playing in the sand area in bare feet)

Current practice and observations demonstrate how outdoor learning has a positive impact on children's behaviour. The use of the larger outdoor learning area is developmentally appropriate for young children. It enables them to have a freedom that many do not experience at home. We have also observed a positive impact on communication. Children are less inhibited and speak freely. With our variety of outdoor 'communication friendly spaces' we have observed more children talking to each other, away from direct adult presence.

The impact of this development is evident in:

- The reduced use of the higher 'Layered Intervention' levels.
- Behaviour management is achieved more through non-verbal communication with less need to use verbal commands.
- Reduced use of sand timers.
- Children are able to focus on their learning with less distraction.
- Children have demonstrated higher involvement levels.

## **8. Weapon and Superhero Play**

Most children enjoy engaging in imaginative play that relates to, and makes sense of, the world that they live in. For lots of children (particularly boys) this imaginative play contains a strong element of weapon and Superhero re-enactment. Re-enacting weapon use is a universal language of play for children and usually results in high levels of engagement for the children actively involved in it.

Images and ideas gleaned from the media are common starting points in children's play and may involve characters with special powers or weapons. Adults can find this type of play particularly challenging and have a natural instinct to stop it. This is not necessary as long as practitioners help the children to understand and respect the rights of other children and to take responsibility for the resources and environment. Key ideas are:

*'Value play which is based on characters, such as superheroes who may mean a lot to children, even if you do not appreciate them yourself!'*  
(EYFS Learning and Development)

*'Creating situations so that children's interests in these forms of play can be fostered through healthy and safe risk-taking will enhance every aspect of their learning and development.'*  
(Department for Children, Schools and Families)

*'Some boys who are at risk of becoming disaffected at a very young age have shown significant improvements if their learning takes place outside. Opportunities which reflect all six areas of learning outdoors must be available.'* (Bilton et al 2005.)

At IASNSCC we feel it is important to create a whole setting approach in which children, parents, staff, governors and other agencies have a clear understanding. This is a formal statement of our approach to children's weapon and super hero imaginative play.

The commitments linked to the principle of Learning and Development help us to understand how children learn actively through play, first-hand experiences, creativity and critical thinking. As children learn and develop, they *"actively build their own meanings by applying, revising and reapplying what they know."* (EYFS *Active Learning in depth*) Boys often appear to be more active learners than girls, but whether or not there is a gender divide in this respect, active learners need opportunities to make their own decisions and have control over their learning to keep their interest and to develop their creativity. Our setting will acknowledge the positive aspects of the character of the Superhero and highlight the negative aspects of weapon use and physical violence at a level that is appropriate to the age and needs of the children. This will be mainly done through story, drama and appropriate discussion.

The principles that underpin our policy on Superhero play are:

- Approaches to teaching and learning in role play should reflect the interests of the children and not exclusively those of the adults
- Planning for role play in the environment should be based upon assessment

information from the observed play.

- Styles of teaching and learning should meet the needs of children and not pre-conceived notions of what is or is not appropriate role play.
- All children's emotional welfare, wellbeing and involvement should be assessed in relation to this style of play.
- Children should enjoy the play opportunity.
- The Weapon/Superhero play should motivate and challenge children.
- The creation of an effective culture of Weapon/Superhero play in any setting takes time, and is a process rather than an event.
- Parents and carers need to feel well informed about and comfortable with the settings approach to Weapon/Superhero play and the principals that underpin it.
- Effective and engaging play is about our setting fitting the interests of the child, not the child fitting the setting.
- On-going opportunities for quality imaginative play are not overlooked or left to chance, but thought about and planned in advance.
- The staff will regularly evaluate the impact that actively fostering this element of role play has on the environment, the cohort as a whole and identified groups of children and individuals.
- If required a range of support strategies will be put in place to ensure that this style of play does not have any negative impact.

Practitioners should:

- Be aware of the impact of both the emotional and physical environment on the well-being and self-esteem of all children
- Involve themselves as much in the boys' choices of role play and learning experiences as the girls' and the experiences and activities we have on offer meets the needs of all children
- See the physical environment as one of the most powerful resources through which children can learn, and carefully plan and monitor how it is used.
- Value the outdoor as much as the indoor environment, thinking creatively about the environment and how it can support Weapon/Superhero role play
- Be aware that sometimes an interest may be sparked by something immediate in the environment, or something much more long term, such as interest in weapon and superhero play.
- Ensure role-play areas incorporate boys' play themes allowing children to fetch and move resources from one place to another, to enhance their play themes
- Ensure all children take equal responsibility in caring for the environment of the setting, tidying up and looking after equipment and each other, fostering a sense of social responsibility.

When preparing for weapon and superhero play all staff must:

- Observe children's individual and group imaginative play within the setting



identifying themes that result in high level engagement.

- Ensure time is allocated within planning meetings to discuss the on-going development and management of the settings approach to Weapon/Superhero Play.
- Make sure case studies, further reading and research into this type of play is made available for parent, carer and practitioner reference within the setting.
- Allow an appropriate space both indoor and outdoor is designated for the development of this style of play.
- Ensure resources and enhancements (including appropriate construction materials) are put in place to specifically support this style of play.
- Make arrangements for passing on information to parents about how/why the setting will use, manage and enhance Weapon/Superhero play
- Make sure this understanding is shared with parents, staff and governing bodies.

## **9. Safeguarding**

The Setting will take effective action to prevent and tackle discriminatory and derogatory language used in the Setting to ensure children feel safe.

Physical punishments must not be threatened or used in the Setting. The use of unwarranted or disproportionate physical force is likely to constitute a criminal offence. It is important that all staff, students and volunteers know what constitutes a physical punishment. If any staff, volunteers or students are aware that physical punishment or inappropriate physical restraint is being used towards children by other staff, volunteers or students they must:

- seek to comfort the child
- notify emergency services, if appropriate
- record the incident
- speak to the DSL as soon as possible.

More information on allegations of abuse made to staff can be found in the Safeguarding and Child Protection policy.

## **10. Family Link Worker/Family Services**

Family Link Worker/Family Services roles support parents and wider families and can identify those families most in need of targeted support. With appropriate support, families can begin to realise the impact of their situation or behaviour on their child and their learning and development. This can be group/1:1 support. This can have a powerfully positive impact on parent-child relationships as well as keeping children and families safe and secure. Staff are encouraged to use the Family Link Worker/Family Services team as an important resource in managing behaviour at the Setting.

### **11. Professional Development**

- Ongoing staff training will be provided through discussion at meetings, courses for individuals, and group or whole setting training sessions, delivered by setting staff and external speakers.
- This Behaviour Policy will be a working document which will change and grow as our expertise and knowledge does.

### **12. Policy Awareness**

- Parents will be informed of the Behaviour Policy by including a summary in the prospectus.
- New staff will be directed to read the policy during Induction, and discuss issues with their class team.
- A copy of this policy will appear on the Setting website.

### **13. Review**

This policy will be reviewed annually.

### **14. Appendices**

- Appendix 1 Layered intervention
- Appendix 2 Defusing techniques
- Appendix 3 T.E.A.C.C.H. structuring of the timetable or environment
- Appendix 4 Further reading



## Ilminster Avenue Nursery School Appendix 1 Layered intervention

- ❑ **Non verbal messages**  
Eye contact. Gesture – indicating what you want the child to do or copy, or stop doing (e.g. finger on lip). Touching. Standing or sitting near child.
- ❑ **Tactical ignoring**  
Planned ignoring of specific inappropriate behaviours (to avoid reinforcement). Deferring intervention until a more appropriate time is available to talk to the child.
- ❑ **Description of reality**  
Describe what is happening, e.g. 'Oh look, the puzzles are all over the floor' / 'This is a funny looking circle', thereby drawing the children's attention to the problem and inviting their solution.
- ❑ **Simple direction**  
Use child's name and give clear, short, explicit instructions, e.g. '*(Name)*, sit down'
- ❑ **Rule reinforcements**  
'We walk in the corridors' / 'Well done for walking' / 'We all help to tidy-up' / 'When it's wet, we don't go on the grass'
- ❑ **Question and feedback**  
'What are you doing?' / 'What *should* you be doing?'
- ❑ **Choices and consequences**  
'You can sit here with us, or you can sit on your own'
- ❑ **Assertive statements**

Give short, clear commands, and just keep repeating them until the child complies, e.g. '*Name*, pick up the train'

**Calming**

The ability to use your own behaviour and interaction skills to assist an angry, frightened or otherwise aroused person to become more calm, or to cease a process of escalating arousal.

Calming behaviours should be simple, straightforward and predictable to the aroused person. The emphasis is on communicating willingness to help and reassure, together with the message, "You need not fear me."

Calming behaviours should be used together with other defusing techniques.

**De-triggering**

This technique is concerned with addressing the triggering factors in the person's arousal. If you know the triggers for the person on this occasion, it is as well to remove them, or to do what you can to minimise their impact whilst you bring the person's arousal down.

Additionally, de-triggering may be about discussing the triggers with the person and offering help with their effects ("Alright, I'll come and help you look for it, yes?"). Addressing these issues can only be done when the person is at lower levels of build-up. A very angry person will not address issues effectively. At higher levels of build-up, the only issue is the arousal.

**Distracting**

Distracting is the technique of helping the person to think about something else other than the arousal. A distracter will be any option you can offer which will be a viable alternative to the arousal, for that individual, e.g. a drink, a walk, a sit down, a talk, a quiet place, go somewhere different, etc.

Distracting is about alternative options, but also about giving the person power. Distracting makes sure that the person always has an option open which will enable them to decide to change the situation. This avoids the win-lose scenario style of confrontation. A person who is powerless, with no options open, is more likely to choose to gain power by use of aggression and violence.

Care: Distracting options should be reasonable, practical ones which will not in themselves make things worse for you. All options should be as respectful to the person as anything you do at any other time. Don't bombard a person with options, that could be further aggravating, and offer them, do not insist

on any of them.

**RRN: Response to Reasonable Need**

We may often take the view that an aroused person's behaviour means that they  
forfeit all

rights. However, it is good technique to respond reasonably. If the person asks for  
something that you can reasonably supply without worsening anything – do it. You  
regain

some power and control in this way.

(Ref: Dave Hewett – 'Challenging Behaviour')

## **LONG-TERM GOAL**

.....for someone with autism to function as an adult in our society, as far as is possible, and to do so without needing intensive support.

## **SHORT-TERM GOALS**

- 1 To increase their understanding of their environment and of communication.
- 2 To adapt the environment to their special needs.
- 3 By doing 1 and 2, to reduce challenging behaviour.

## **STRUCTURED TEACHING**

Structured teaching is the bridge between the autistic child's culture and the society in which he puzzlingly finds himself. TEACCH suggest four major areas of structure need addressing to enable the person to function without intensive support:

### **1. Physical Structure**

This requires (particularly for the young child) clearly defined spaces and areas that the child goes to, to work, play and find information to change activity. The latter could be a wall, table, board, etc.

### **2. Individual Timetable (Schedule)**

The aim is to actually teach flexibility through a visual structure which is concrete. It says what's next, what's the work, when will I be finished, what will I do next. The timetables can be very simple object reference timetables with just a few objects through symbol timetables to complicated written work schedules. All will have a feature to show that that activity/work has been 'done'.

### **3. Work Systems**

The work system clearly shows what the work is, what the expectation is. It will thus show how long the task is going to take. There will be a finish place. The system may be very simple with a single activity or may involve matching boxes/numbers/prompt cards or even written instructions.

### **4. Visual Structures**

The principle is that where possible materials define the task in a visual way. These may be from the simplest stacking/inset tasks to product samples that are matched through to worksheets.

(Ref: Gary Masibov / Glyne Gap School, Curriculum guidelines)

## Appendix 4 Further Reading

- <http://www.teachnursery.com/a-unique-child/view/superhero-play> Article and case study
- <http://wordandimage.files.wordpress.com/2007/08/jones-superheroes-and-children.pdf> Case study
- <http://www.islington.gov.uk/publicrecords/library/Education-and-skills/Information/Leaflets/2011-2012/%282012-03-03%29-Engaging-Boys-Leaflet.pdf> Case studies.
- We don't play with guns here Penny Holland, Open University Press.
- Boys and girls come out to play Ros Bailey & Sally Featherstone.
- Raising boys: why boys are different, and how to help them become happy and well-balanced men Steve Biddulph, HarperCollins
- Boys and girls-superheroes in the doll corner Vivian Gussin-Paley, University of Chicago Press
- Gender issues in early education Ros Bailey, Early Years Educator, Jan 07 Chicago, IL: University of Chicago Press.