



BEHAVIOUR MANAGEMENT POLICY

Date ratified: May 2024

Period: May 2024 to May 2025

Headteacher Signature: *Lynsay Falkingham*

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Chair of Governors Signature: *Briony Alder*

Briony Alder

Review Date: June 2025

The Governors, staff and parents of Lanterns Nursery School Nursery School are committed to creating a positive, warm and nurturing ethos that supports the social and emotional development of all children and prioritises emotional health and well-being.

Principles

- We prioritise strong adult-child relationships based on trust, empathy and respect as the starting point for supporting children's social and emotional development
- We recognise that young children are at the early stages of learning to relate to others and to understand and manage their feelings and behaviour. We believe in the positive approach to behaviour where the role of adults is to help children feel safe and secure in school and to guide and nurture children as they develop these skills
- We are consistent with clear expectations and guidelines for acceptable behaviour within Lanterns Nursery School however, we respond to the unique circumstances of each child and family and adapt our approaches to respond to individual needs, abilities and circumstances
- We recognise that children develop at their own rate and that some may need more support than others. Adults seek to understand the underlying reasons for a child using a particular behaviour and use this understanding to identify strategies to support the child
- We recognise the importance of working in partnership with parents in developing strategies to support individual children at school and in the home
- Adults are important role models for children and set positive examples in their interactions with children, parents, visitors and other members of staff
- We seek to provide a supportive environment for parents and members of the school team as they carry out their role in enabling young children to thrive

Promoting Positive behaviour

1. Adults seek to form strong relationships with the children in their care. High quality, positive interactions between adults and children are the cornerstone of everyday practice in

the classroom. Adults get to know children well and understand their strengths and unique circumstances

2. Adults working with children at Lanterns Nursery School understand the importance of being emotionally available. They have a secure understanding of attachment theory and the potential impact of Adverse Childhood Experiences (ACEs) on a young person's development

3. We provide a structured and predictable classroom environment and routine which reflects the age and stage of children in the group and gives children opportunities to make their own choices as well as take part in adult-initiated activities

4. We support young children to learn to make relationships with other people. We provide opportunities to develop social skills with peers such as turn taking supported by sand timers and wait cards. We provide a structured approach to learning how to work cooperatively with adults and other children through carefully planned adult led group activities

5. We aim to promote the development of children's confidence and self-esteem by providing a learning environment which builds on children's strengths and provides appropriate challenge. Adults are careful to reduce frustrations for example by providing sufficient materials for cooperative play and using sand timers to support turn taking

6. We encourage children to have consideration for other people and to take care of their school. Adults use positive reminders to encourage children to follow the expected behaviours for example, "feet on the floor", "safe hands", "Please walk" rather than "Don't run" and "Put things back where they belong" to encourage tidying up and that everything belongs somewhere

7. Adults notice when children are using positive behaviours and consideration towards others. They give children specific feedback e.g. "Giving your friend a turn was kind- well done!"

8. We use the PATHS programme to support children to recognise and label their feelings and to develop strategies to begin to manage their feelings (PATHS -Promoting Alternative Thinking Strategies)

9. Adults encourage and support children to work out solutions to their own problems and conflicts rather than relying on the adult to sort the problem out for them

10. Adults support their key children in situations when they have found it difficult to manage their feelings and have used behaviours that have upset other people. Adults help children to label the feelings they experienced and let the child know that the adult understands (empathy). Adults help the child to think about what they could do in a similar situation in future (emotion coaching)

11. Adults recognise that for some children transitioning to an adult led activity can be quite challenging. All adults in Lanterns Nursery School use a consistent approach using cues such as objects, pictures and songs when transitioning children to adult-led activities such as story time or singing. All staff wear visual transition cue cards on a key ring to support all children when needed. Children are encouraged to join group activities using strategies that are appropriate for each individual

12. Adults use 'The Six Strands Curriculum' developed by Hampshire Primary Behaviour Service, to identify gaps in development and to plan support to target specific areas. This

curriculum supports and promotes strong foundations for social, emotional and behavioural development.

Behaviour Support Plans

Some children may need extra support to learn to manage their feelings and behaviour either at home or in Lanterns Nursery School. Some children may experiment with behaviours such as biting, punching, kicking, pinching, etc. as part of their development and/or communication. At Lanterns Nursery School we believe that it is important to understand the underlying reasons for the child using a particular behaviour as quickly as possible. We do this using the iceberg approach to think about what might be beneath the behaviour that we are seeing on the surface. We use the 6 strands curriculum to identify gaps in social, emotional and behavioural development. Parents and staff will talk about behaviour that is causing concern and jointly plan how to support the child. This may include a Behaviour Support Plan which sets out specific strategies for everyone to follow.

The approach includes looking at a range of factors that may affect the child's behaviour:

- Physical environment
- Curriculum
- Child's ability to communicate
- Teaching new skills
- Reinforcement for appropriate and/or inappropriate behaviour
- Proactive and reactive strategies for intervention (strategies that will help to avoid the behaviour happening in the first place / strategies to use when the behaviour does happen)

Staff use ABCC charts to understand why the child might be using the behaviours and to develop a consistent strategy to respond to the behaviour and teach more appropriate skills.

Guidance for the use of Restrictive Physical Intervention

There are very occasional times when children's behaviour may lead them to harm themselves or others. All staff must be familiar with the Policy for Physical Handling and the circumstances when Restrictive Physical Intervention (RPI) can appropriately be used. This guidance is in accordance with guidance from Hampshire County Council. Staff are made aware of this as part of their induction, and it is reviewed annually with all staff. This policy is available to parents on request.

Supporting staff and parents who are dealing with challenging behaviour

Staff and parents need to know that the stress caused by dealing with persistent challenging behaviour is acknowledged and understood. Parents can be offered support outside Lanterns Nursery School from the Health Visiting Service, Home Start, the Family Support Service, Educational Psychologist, or Behaviour Support Team (for specific support into school). Staff will support each other within Lanterns Nursery School and discuss strategies for sharing the responsibilities for supporting particular children.

Roles and responsibilities

The Headteacher has responsibility for the overall monitoring and evaluation of behaviour and for reporting to the Governing Body on behaviour issues. Where necessary the Headteacher will liaise with parents and other agencies where there are particular concerns.

The SENDCo is the named practitioner responsible for behaviour management and ensuring that all staff members receive regular training on Lanterns Nursery School approach to supporting children's social and emotional development. The SENDCo also has responsibility for monitoring children's behaviour within the nursery in liaison with staff. Any concerns will be reported to the Headteacher.

The nursery staff are responsible for implementing the behaviour policy. They are also responsible for devising Behaviour plans, in conjunction with the SENDCo or Assistant SENDCO, for individual children when needed. Support and advice is available for all staff from the Headteacher, SENDCO/Class teacher, Assistant SENDCo, SEYP's and from the Educational Psychology Service.

All members of staff need to be aware of the potential for 'bullying' behaviour. Any member of staff who is concerned about such behaviour must report it to the SEYP for the class.

Monitoring and Evaluation

1. Behaviour issues are discussed between staff on a regular basis.
2. Specific areas of difficulty are identified and discussed at regular senior team meetings with the Headteacher.
3. Behaviour Support Plans are discussed with parents and reviewed after a set period of time
4. Headteacher monitors records made of incidents of restrictive physical intervention (RPI)
5. Headteacher reports to the Governing Body as part of the Head Teacher's Report.

Exclusion

Lanterns Nursery School recognises that very rarely, in very exceptional cases, some children's behaviour may present a very significant risk to other children. In these circumstances, more appropriate options will be discussed with parents and the Governing Body.