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Greenfield Nursery School

Behaviour for Learning Policy

Including Behaviour Management, Anti-Bullying and Physical Intervention

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**Policy Reviewed: November 2023
Policy Next Review: November 2024**

Statement of intent

At Greenfield Nursery School we want to ensure that children's wellbeing is at the centre of learning and development. This is because we understand that when children's wellbeing is high, they are highly involved and engaged in learning, therefore improving educational outcomes for all.

We draw on current research and practice to ensure that our practitioners enhance children's self-esteem, develop a respect for themselves and for others in their environment and the wider community.

All aspects of our behaviour for learning policy apply equally to everyone in the school community regardless of gender, belief, ethnicity or any protected characteristic.

Values

- We believe that all behaviour is communication

- We believe in teaching behaviour as opposed to controlling it

- We believe all children have a right to feel safe and secure and are treated respectfully

- We believe in a consistent approach

- We believe in working in partnership with our families and where appropriate other agencies to support children's wellbeing.

Our aim is to provide a safe environment where children have the confidence to articulate their feelings and know they will be heard and understood. We have adopted the therapeutic approach to understanding behaviour which informs us that there are two key principles that impact on a child's ability to regulate.

1. Attachment: A child needs to make a secure attachment with the main significant adult or adults in their life from a very early stage and then have consistent and warm relationships from there onwards throughout childhood for emotional and psychological good health.

2. Trauma: Trauma describes the challenging and emotional consequences that living through a distressing event can have for an individual. Traumatic events can be difficult to define because the same event may be more traumatic for some than others. However, traumatic events experienced early in life, such as abuse, neglect, and disrupted attachment, can often be devastating. Equally challenging can be later life experiences that are out of one's control such as a serious accident, be a victim of violence, living through a natural disaster or war, or sudden expected loss.

Roles and Responsibilities

All staff and stakeholders are responsible for ensuring that our approach to managing behaviour is implemented.

We require the Senior Leadership Team, Teachers and Under 3s Leader to:

- keep themselves up to date with legislation, research and thinking on promoting and supporting the development pro social behaviours and on handling children's behaviour where it may require additional support.
- access relevant sources of expertise on promoting pro social behaviour and managing difficult and harmful behaviours.
- check that all staff have relevant in-service training on promoting pro social behaviour and managing difficult or dangerous behaviours and keep a record of staff attendance at this training.
- familiarise new staff and volunteers with the setting's behaviour management policy and its guidelines for behaviour.

We expect all staff, volunteers and students:

- to know how to promote pro social behaviours and manage difficult/dangerous behaviours
- to understand what behaviour might be communicating
- focus on de-escalation and preventative strategies, rather than reactive strategies
- to be positive models of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- to apply the behaviour policy consistently
- to work with families to ensure that challenging and dangerous behaviours are managed.

Reasonable adjustments

Equity is giving everyone what they need to be successful. Equality is treating everyone the same. Although equality aims to promote fairness, this can only work if everyone starts from the same place and needs the same help. We know this is not the case in Early Years and therefore regard each child as an individual and will make reasonable adjustments where necessary.

Understanding behaviour of young children

All staff need to be clear that all behaviour has a function/s and that the function is what the behaviour is trying to communicate

Function	Sensory (meeting a known or unknown need)	Escape/avoidance	Attention (interaction or reaction)	Tangible (to obtain something or someone)
Descriptions	<p>-provides input to one or more of the senses</p> <p>- likely to happen in different situations, even if there is minimal interaction and engagement on offer</p>	<p>- the demand may be physical or related to proximity or environment</p> <p>-Escape: when already in a situation and the behaviour is communicating escape</p> <p>-Avoidance- behaviour happens when being asked to do something and behaviour functions in a way of avoiding</p>	<p>-can be verbal, physical, social or related</p> <p>-can be positive or negative attention</p>	<p>-behaviour occurs as a way of gaining access to an item or activity</p>
Examples	<p>-biting, running, tipping out boxes etc where there is high sensory feedback. They are enjoying the sensation of the behaviour. These are behaviours where there is not build up and it appears to come out of nowhere.</p>	<p>-Children who try to run out of doors or try to escape from staff or the area. Hiding under tables or running away from staff when a demand is put on them is a classic example.</p>	<p>-Self sabotaging behaviours such as destroying work. The children that constantly seek positive feedback and show you everything they do...constantly.</p> <p>We should be viewing this behaviour as attention NEED not attention SEEKING. They physically or emotionally need this attention to help them feel safe and emotionally regulated.</p>	<p>-if a child is taken outside as a consequence for biting/hitting etc. They then learn that their way of accessing the outside provision is through hurtful behaviour</p> <p>-pushing other children out the way</p> <p>-snatching</p>

By understanding behaviour, staff can promote pro social behaviour and manage difficult or dangerous situations.

We can understand behaviour by:

- Tuning in: how does the child communicate their needs/wants/interests and feelings
- Understanding context: what are situations/relationships/dynamics that lead to reactions?
- Explore and make sense of what you see: what is the function of the behaviour? How does it make sense?
- Be vigilant: notices how changes (however subtle) in behaviour communicates feelings or needs
- Seek positive messages: look for ways to engage in the positive

All staff should focus on de-escalation and preventative strategies rather than focussing solely on reactive strategies. We follow 4 key principles

- it is the inappropriate behaviour that is rejected, not the child
- adults should keep the situation calm
- a child's success at reducing inappropriate behaviour should be acknowledged
- children must be guided to accept responsibility for their actions and their consequences, both intended and unintended. It is our professional responsibility to challenge inappropriate behaviour and we should not take or deal with incidents in a personal way.

Examples of how practitioners support the development of prosocial behaviours:

We will do this	We will not do this
Develop relationships Role model behaviour Provide consistency in an approach Develop de-escalation scripts Use positive phrasing and tone of voice Reward and recognise prosocial behaviours Provide comfort and forgiveness Share strategies used with parents/carers Support in the development of self-regulation skills Some behaviours will have consequences; limitation of injury or redirection will always be the preferred method of consequence	Only respond to difficult or dangerous behaviours Dominate and impose Demand obedience Telling them what they must not do Punish them Bribe them Take away pleasurable experiences Shame, belittle, embarrass or humiliate Exclude

(adapted from TAB Training, ISL)

- We expect staff to teach internal discipline rather than use external discipline to control behaviour. These strategies **use language that focusses on the desired behaviour** rather than the negative e.g. "Please remember to have gentle hands when playing with your friends"
- Solutions may include, **acknowledgement of feelings**, *"I can see you are cross because you wanted a turn with the trains" OR 'Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? It made you feel angry, didn't it, and you hit him'.*
- Explanation as to what was not considerate and to **emphasise with others** that they have feelings too and that their actions will impact on others' feelings. *"I can see you would like a turn but hitting and pushing is not kind and it hurts" OR 'When you hit Adam, it hurt him and he didn't like that and it made him cry'.*
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- Solutions to help resolve conflict and gain control of feelings and therefore able to develop prosocial behaviours. *"when you have calmed down/stopped crying you can ask for a turn offering the sand timer, saying "can I have turn now please?" or "let's see if we can be friends and find another train and play together" or 'I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one.'*
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- At times children may have an activity or area *"Finished"* if their behaviour is disrupting or threatening their safety. Choices will be given to de-escalate the situation or where appropriate a de-escalation script will be used. *'Child's name, I can see something is wrong, I am here to help. Talk and I will listen, come with me and.....'*
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- When handling conflict between children we help them to find solutions in ways that are appropriate for their age and stage of development.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- We recognise that some children engage in fantasy play i.e., rough and tumble, superhero, or weapon play. This type of play is a normal for some children and is an accepted form of play. Some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour, although it may be inconsiderate at times and may need addressing using strategies as above.
- For both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.

Children under three years

When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.

We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.

Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children 7 to manage their feelings and talk about them to help resolve issues and promote understanding.

Bullying

At Greenfield Nursery School we define **bullying** as a repeated pattern of behaviour intending to hurt someone physically or emotionally. A child who is bullying has reached a stage of cognitive development where they are able to plan to carry out a premeditated intent to cause distress to another.

Nursery aged children are usually very accepting of individual differences. Therefore, they do not usually bully another child. On the other hand, social skills are only just developing, and children need to learn to solve problems verbally using appropriate language. This setting has zero tolerance of violence or verbal aggression. All children need to feel safe in the setting.

All staff are committed to challenge the behaviour of any child which involves physical violence, abuse, threats, verbal abuse, theft, and damage to personal or school property. This includes all forms of bullying, cyberbullying or incidents of behaviour against any of the protected characteristics. Behaviour that is unacceptable, antisocial, or dangerous will result in a consequence.

Incidents will be logged on the schools online reporting system and any racial incidents will be reported to Governors. Incidents of Bullying will be reported to the LA in their annual return.

Hurtful and dangerous behaviours

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

Strategies to manage hurtful behaviour:

-We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.

-We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.

- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.

-Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.

-We do not engage in punitive responses to a young child's rage, as that will have the opposite effect.

- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them explanation and discuss the incident with them to their level of understanding.

When hurtful behaviour becomes a recurrent problem and causing distress to others, we use observations (e.g. anxiety mapping, ABCC, roots and fruits) to understand the cause. We work with parents/carers to find a solution together, which may include the implementation of a risk reduction plan (outlined below).

Generally, **dangerous** behaviours describe behaviour or circumstances which will predictably result in imminent injury or harm. This includes harm to self, others or property. If a serious/dangerous behaviour is observed or reported, the school will:

- Ascertain the facts- this may include speaking to staff and children.
- SLT will make a decision to establish what action should be taken.

- Record the incident on our online reporting system.
- Contact parents/carers if necessary to arrange a meeting to discuss the incident as a whole.

Sexualised behaviours

Children's sexual behaviour exists on a wide continuum from developmentally expected to inappropriate. It is especially important not to pass off any sexualised behaviour as '*apart of growing up*' or '*Children being children and just playing*' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

We use the Brook Toolkit to determine if a child's sexual behaviour is developmentally expected or inappropriate. An incident of inappropriate sexualised behaviour will be managed in the same way as any other child protection concern and will follow the same procedures in line with the current *Keeping Children Safe in Education (KCSiE)* statutory guidance.

Safe touch/Physical Intervention

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- to comfort a pupil in distress (so long as this is appropriate to their age);
- to gently direct a pupil;
- for curricular reasons (for example in PE, Drama etc);
- in an emergency to avert danger to the pupil or pupils;
- in rare circumstances when Restrictive Physical Intervention is warranted.

In all situations where, physical contact between staff and pupils takes place, staff must consider the following: the pupil's age and level of understanding;
the pupil's individual characteristics and history;

1. The pupil's age and level of understanding;
2. The pupil's individual characteristics and history;
3. The location where the contact takes place

Staff use professional knowledge and judgement in situations involving physical contact with children. Working with such young children means that physical contact can occur in a variety of circumstances e.g. comforting a distressed child, holding a hand on a walk, giving a child a side cuddle as means of praise.

The Senior Leadership Team may be authorised to use physical restraint in some form. Training is given at appropriate levels and staff are reminded not to put themselves in danger.

Physical contact is never a punishment. The intervention is necessary as an act of care and control. The degree of force must be in proportion to its consequences, depending on the age and circumstances. Every effort should be made to secure the presence of another member of staff and confrontation and escalation should be avoided (staff may be required to demonstrate that their intervention was reasonable and proportionate.)

A professional witness will attend all times.

Positive handling techniques will only be used in all situations requiring physical restraint or intervention by staff. Hertfordshire Steps training techniques will always be applied in the first instance.

Physical intervention/restraint may be needed in serious circumstances e.g.

1. To prevent a child injuring himself or others
2. To stop a child causing serious damage

Details of such event (what happened, what action was taken and by whom, and the name of the witness/es) are brought to the attention of the Headteacher and are recorded on our online reporting system under the behaviour category. The child's parents are informed, wherever possible on the same day. Regular monitoring of behaviour enables us to address repeated actions before they develop into regular patterns of inappropriate behaviour.

Serious behaviour management issues and how these have been dealt with are reported to the Governing Body within the termly Head teachers report.

Risk reduction plan

When behaviour exhibited by a child may cause harm/is causing harm to themselves or to others and it is deemed that physical intervention may be likely, a risk reduction plan will be created. This Plan will help the child and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing. The plan will include:

- Involving parents/carers and child to ensure they are clear about what specific action the preschool may take, when and why
- A risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens (Appendix 1)
- A **record** needs to be kept of risk reduction options that have been examined and discounted, as well as those used
- Managing the child, strategies to de-escalate a conflict, and stating at which point a physical restraint/intervention is to be used
- Identifying key staff who know exactly what is expected. It is best that these staff are well known to the child
- Ensuring a system to summon additional support
- Identifying training needs
- Obtaining advice and support from the Early Years Integrated Services for Learning to advise on inclusion and physical restraining or manually handling a child with special needs.

Post Incident Management

Incidents that require the use of restrictive physical intervention can be upsetting to all concerned. After the incident has subsided the staff and student involved will be given emotional support. They will be provided with an opportunity to talk about their experience in a calm and safe environment. Parents or carers will be advised as soon as possible of any incident involving their child and given the opportunity to discuss it.

Communication and recording

We will record incidences of repetitive harmful, dangerous and serious behaviours on our online logging system and where necessary refer onto external agencies, including Children's Social care services if deemed appropriate.

We will work in partnership with parents/carers to develop and promote positive behaviour and behaviour management strategies where behaviour towards themselves or others is impacting theirs or others wellbeing.

Because we understand that behaviour is a form of communication it is likely that the behaviours exhibited at school are also exhibited at home. In these circumstance, only positive behaviours will be shared daily unless in exceptional circumstances.

Should parents/carers be unhappy with any aspect of the Greenfield Nursery School behaviour management policy, they should discuss the problem with their Key Person in the first instance. Anyone who is not satisfied with their comments should ask to speak to the or the Under3s Lead. In the event of a formal complaint, the parent/carer should follow the procedure outlined in our complaints policy.

Risk Reduction Plan
Early Years

Name	DOB	Date	Review Date
Photo	Differentiated Measures		
	<ul style="list-style-type: none"> • • • • • • 		
Pro-social Behaviours		Strategies to Respond	
<ul style="list-style-type: none"> • • • 		<ul style="list-style-type: none"> • • • 	
Difficult/Anxiety Behaviours		Strategies to Respond	
<ul style="list-style-type: none"> • • • 		<ul style="list-style-type: none"> • • • 	
Dangerous/Crisis Behaviours		Strategies to Respond	
<ul style="list-style-type: none"> • • • 		<ul style="list-style-type: none"> • • • 	
Debrief Notes (Repair, Reflect, Respond)			

Guidance	
Differentiated Measures	<p>Differentiated measures</p> <p>E.g.</p> <p>Now and next timetable</p> <p>Jobs/responsibilities -</p> <p>Small withdrawal groups</p> <p>Time with a TA/Teacher/caretaker</p> <p>Rotation activities</p> <p>Differentiated curriculum</p> <p>Sensory circuits</p> <p>Designated self-directed time/activities</p> <p>Forest school</p> <p>Intervention withdrawal group</p> <p>Comic strip conversations</p> <p>Symbols</p> <p>Activities</p> <p>Tasks</p> <p>All the activities above need to be explained in detail as the 'job description' for how staff should deliver them, and should be clear unambiguous descriptions: -</p> <p>Times</p> <p>Planned scripts</p> <p>Planned activities</p> <p>Who is doing what?</p> <p>When are they doing it?</p> <p>Where are they doing it?</p> <p>How long are they doing it for?</p> <p>Which Adults?</p> <p>Which peers?</p>
Pro-social Behaviours	<p>Complete this using the information gathered during your ABC observations and Roots and Fruits activities. Remember your staff need to be more proactive at responding to pro-social behaviours, as that is how we begin to tackle default behaviours and negative feelings.</p> <p>What does it look like when they are stable and displaying pro-social behaviours?</p> <p>What are the small achievable behaviours we know they display, and we want to encourage them to display more? These should be specific to the pupil.</p> <p>Walking inside the school building</p> <p>Putting their hand up</p> <p>Sitting at their carpet spot</p> <p>Sharing a toy</p> <p>Playing with a peer</p> <p>Sharing an activity with an adult</p> <p>Starting their work/following instructions independently</p> <p>Working for 5 minutes independently</p> <p>Coming in off the playground</p> <p>Finishing a task</p> <p>Sitting in assembly</p> <p>Eating in the canteen</p> <p>These should be small specific and observable behaviours. I should be able to stand</p>

	<p>in the back of the room and see what is written here and observe the child display these behaviours. Nothing is open to interpretation or vague</p> <p>Avoid: Interacting with their peers Engaged in learning Working Being polite All of these are not specific or observable and are open to interpretation or moralisation.</p>
<p>Strategies to Respond</p>	<p>What do you want staff to say or do when they observe each of these positive behaviours? The responses here should be specific to the behaviour listed opposite and every behaviour listed needs a specific response to that behaviour rather than a collection of responses and again use the bullet points below ensure its specific and observable The strategies should be used as the direction for ALL staff to say or do something consistently. These should be specific to the child Script be clear about the words you want used Avoid vague undefined language Praise Encourage Remind Check in Direct These will not be understood or repeated the same by all staff Times Planned scripts Planned activities Who is doing what? When are they doing it? Where are they doing it? How long are they doing it for? Which Adults? Which peers?</p>
<p>Difficult/Anxiety Behaviours</p>	<p>These should be the first signs things are not going well or when the child changes their behaviour from the ones listed above, or high anxiety behaviours where there is no imminent danger Low level anxiety behaviours: Puts their equipment down Refuses to start their work Rocking on their chair poking peers Going under the table Putting equipment in their mouth Shouting out Refusing to share equipment Refusing to come into class Struggles to transition to the next topic Wandering around the room This section should capture/explain or identify the low-level behaviours that you want staff to notice and respond to High anxiety behaviours, where there is not imminent danger: Swearing</p>

	<p>Pushing Kicking Spitting Shouting Throwing objects</p>
Strategies to Respond	<p>What do you want staff to say or do when they observe these behaviours? The strategies should be used as the direction for ALL staff to say or do consistently. These should be specific to the child and non-negotiable The responses here are about diverting, distracting, re-engaging and encouraging the child to return to pro-social behaviours where we can then praise them and encourage them through positive recognition The responses here should be specific to the behaviour listed opposite and every behaviour listed needs a specific response to that behaviour rather than a collection of responses and again use the bullet points below ensure its specific and observable.</p> <p>Times Planned scripts Planned activities Who is doing what? When are they doing it? Where are they doing it? How long are they doing it for? Which Adults? Which peers?</p>
Dangerous/Crisis Behaviours	<p>This box should be left empty if there are no dangerous behaviours. The dangerous behaviours should be listed in terms of explaining the behaviour and the listing the harm to themselves, others or property.</p> <p>Punching windows – causing lacerations to wrists Attacking staff/peers – leading to hospitalisation Headbutting walls – leading to head wounds requiring hospitalisation Throwing computer screens – leading to new equipment needing to be purchased Using scissors to self-harm – ambulance needed</p> <p>Once these dangerous behaviours have been identified then we should aim to reduce the likelihood of this harm through auditing the safety of their classroom environment.</p>
Strategies to Respond	<p>What do you want staff to say or do when they observe these behaviours? The strategies should be used as the direction for ALL staff to say or do consistently. These should be specific to the child and non-negotiable The responses here should be specific to the behaviour listed opposite and every behaviour listed needs a specific response to that behaviour rather than a collection of responses and again use the bullet points below ensure its specific and observable The responses here are about diverting, distracting, re-engaging and reducing the risk of harm</p> <p>Remove the other children Alert an identified member of staff Remove yourself to a safe distance away from the harm</p> <p>Times Planned scripts Planned activities Who is doing what? When are they doing it? Where are they doing it? How long are they doing it for?</p>

	<p>Which Adults? Which peers? If physical intervention is required to reduce the risk of harm to the child, staff or others, this must be clearly outlined in this document and signed by the parents/carers.</p>
<p>Debrief Notes (Repair, Reflect, Respond)</p>	<p>Post incident recovery and debrief measures What are structured conversations will they need, and who is best placed to have these. How long after an incident should these occur? Do you need any of the following; Feeling cards Puppets Symbols Sensory Toys Access to an outdoor space/calm zone A crunchy snack Any protective consequences put into place should have a link to this box in terms of the discussion you have of what support you will offer so they can have that freedom returned. Emotional recovery and reflect, repair and restore are two essential stages following any harmful behaviour. If it is considered that the student is unable to access this process then it must be accepted that they are unable to take any responsibility for their behaviour, therefore any negative response in the way of consequence or worse sanction or punishment would be unacceptable.</p>