Behaviour for Learning Policy

Based on Model Policy	
Review Body	**Full Governing Body**
Date Issued	**September 2022**
Review Frequency	**Bi-Annually**

Version	Date	Notes
1	September 2019	
2	June 2021	**No changes**
3	September 2022	**Changes reflect our therapeutic approach to behaviour**
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Ludwick Nursery School is committed to:

Safeguarding and promoting the welfare of children and young people and expects all staff, visitors and volunteers to share this commitment.

Eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

Promoting the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs: any school member or visitor expressing opinions contrary to fundamental British Values, including "extremist" views, will be actively challenged.

Together we are building a better tomorrow

> **BEHAVIOUR FOR LEARNING POLICY**
>
> **Ludwick Nursery School**
> **Holwell Road, Welwyn Garden City, Hertfordshire. AL7 3RP.**

Policy Review

This policy will be reviewed in full bi-annually.

The policy was last reviewed and agreed by the Governing Body in
June 2021.

It has been reviewed early in September 2022 (following completion of TAB training).

Signature: HEAcleman

Date: October 2022

Head Teacher

Signature: Stefanie Murphy

Date: October 2022

Chair of Governors

Ludwick Nursery School
Therapeutic Approach to Behaviour Policy
(Incorporating anti-bullying
and physical intervention policies)

Statement of intent

Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Aim

We aim to develop a consistent approach to support children's development of pro-social behaviour and to help them understand the needs and rights of others. The principles guiding management of behaviour exist within the Early Years Foundation Stage for supporting personal, social and emotional development. We recognise that all behaviour is communication.

Methods

All staff have responsibility for supporting children's personal, social and emotional development, including issues concerning behaviour.

- We expect the **Headteacher and teaching team** across the school to:

  - follow a therapeutic approach to behaviour and that all staff have in-house training to ensure a consistent approach across the setting and keep a record of staff accessing this training. All staff receive training in how to support and nurture pro-social behaviour. This training includes 'The Virtual Schools Attachment and Trauma informed Toolkit' as well as 'Therapeutic Approaches to Behaviour' (TAB) modules which have been developed collaboratively with Herts STEPS to promote Therapeutic Approaches to Behaviour specific to Early Years.

  - keep her/himself up to date with legislation, research and thinking on promoting positive behaviour and responding to children's behaviour where it may require additional support;

- access relevant sources of expertise on promoting positive behaviour.

- work in partnership with parents/carers to support children's personal, social and emotional development.

- We expect all **staff, volunteers and students** to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

  - We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour as part of our induction process, and expect them to apply these consistently.

  - All staff, volunteers and students will have in-house training to ensure a consistent approach across the setting.

  - We recognise that approaches for interacting with other people vary between cultures and require staff, students and volunteers to be aware of, and respect, those used by members of the setting.

  - We work in partnership with children's parents and carers to address recurring and inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

- We expect all **parents/carers** to support their child's learning and development, and co-operate with the school, as set out in the Home School Agreement, and support staff in our expectations for behaviour within the setting as set out in this policy.

Strategies for supporting children

We follow a Therapeutic Approach to Behaviour. Therapeutic Approach to Behaviour principles and strategies are as follows:

- we promote prosocial behaviour and manage anti-social, difficult or dangerous behaviour by trying to gain an understanding of the function of the behaviour and what the behaviour is communicating and why it is occurring.

- we focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

- we will listen to children.

- we expect everybody to speak to children with a positive tone.

- we acknowledge and label children's feelings to help them describe and understand how they are feeling.

- we support each child in developing a sense of belonging in our group, so that they feel valued and welcome.

- we support each child in developing self-esteem, confidence and feelings of competence

- routines in the Nursery are consistent and predictable. They will be supported visually. Where possible, children will be pre-warned and prepared for any changes in routine.

- we support social skills through modelling behaviour, activities, drama and stories.

- we praise and acknowledge and actively promote pro-social behaviour such as kindness and willingness to share as a way of encouraging all children to develop these behaviours.

- we only pick up children in circumstances where deemed necessary e.g. to remove a child from danger.

- we ensure that there are adequate toys and resources and sufficient activities available so that children are meaningfully occupied.

- we are aware that skills such as sharing and turn taking take time to develop and that children develop these skills at different rates.

- we help young children develop pro-social behaviour, such as resolving conflict over who has the toy. '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.'

- we are aware that problems may happen over and over before skills such as sharing and turn taking develop. In order 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.

- we support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them

- we encourage children to find their voice, to inform staff about upsetting incidents and also to learn to say no.

- we use a 'Total Communication Approach' including the use of Makaton and symbols to support all children being able to communicate their feelings and needs. We recognise that some children may not have the necessary language

or find dealing with their own emotions, such as fear, anger, distress, difficult to regulate. They may communicate these feelings through certain behaviours and may have tantrums, fight or bite and they require sensitive adults to help them deal with these emotions and resolve issues.

- we recognise that some children engage in fantasy play that involves rough and tumble, superhero or weapon play. This type of play is normal for young children and is acceptable within limits. If this play becomes inconsiderate then appropriate adult intervention and support will be used.

- we expect all staff, students and volunteers to use positive strategies for handling any inconsiderate behaviour by helping children find solutions in ways which are appropriate for the children's ages and stages of development. We expect staff to teach internal discipline rather than use external discipline to control behaviour.

Dealing with conflicts/hurtful behaviour

We expect all staff, students and volunteers to use positive strategies for handling any conflict or undesired behaviour by helping children find solutions in ways which are appropriate for the children's ages and stages of development. In dealing with children in conflict adults will:
• Focus on de-escalation and intervention at the earliest possible opportunity to avoid a crisis or more challenging situation.
• Solutions will follow the de-escalation script:
1. Child's name
2. Acknowledgement of feelings and "It looks like you are feeling cross, am I right?"
3. Defining the problem "I wonder if it is because you would like a turn with the car?"
4. Let the child know you are here to help.
5. Encourage the child to talk and you will listen.
6. Explanation as to what was not acceptable, "I can see that you would like a turn but pushing is not kind and it hurts"
7. Finding a solution and supporting putting it into practice "Come with me and let's use your words to ask for a turn, say 'can I have a turn please?'" or "When you are ready, let's see if we can find another car so that you can be with your friends and play together."
8. Reflect back how they feel and what happened "It looks like you are feeling better now…when you used your words, we could help you have a turn."
•We help a child to understand the effect that their 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 take hurtful behaviour very seriously. In cases of serious misbehaviour, such as racial or other abuse, or intentional aggressive and hurtful behaviour, we make clear

immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.

• Aggressive incidents will be logged on our online record keeping tool (CPOMS) and all parents will be informed of the circumstances of what has occurred.

• We will make every effort to discuss with parents any incidents that occur on the same day and to work together with them to address any issues to try and prevent incidents such as this reoccurring.

• Incidents of racial abuse or bullying will be logged on the school's online record keeping tool (CPOMS), these will be reviewed regularly and monitoring/evaluations kept in the 'School Incident Folder'.

Managing a crisis

All staff need to feel that they are able to manage difficult or dangerous behaviour, and to have an understanding of what these behaviours might be communicating.

•When children are in crisis or experiencing strong and overwhelming emotions, we understand that they need time and a safe space to become calm and regulated enough to engage in communication with an adult. Adults will use minimal language and the phrase "Stop, breathe, tell me what the problem is, I can help you." This will be supported visually, and an adult will help the child find a safe space and engage in co-regulation/regulation activities/techniques.

• We use observations to help us understand the cause and to look for patterns in children's behaviour and decide how to respond appropriately.

This may include involving professionals from other agencies using analysis activities such as:

▪ the Inclusion model (see appendix A)

▪ ABCCD (Antecedent, Behaviour, Consequence, Communication, Do/Do Differently. observations (see appendix B)

▪ Anxiety Mapping (see appendix C)

▪ Roots and Fruits (see appendix D)

▪ if we feel based on our analysis that it is necessary, we will develop a risk reduction plan management plan (see appendix E). This will be developed collaboratively with parents and shared with all staff to ensure consistency.

Reflect, Repair and Restore/Rebuild

• Emotional recovery and reflect, repair and restore are two essential stages following any hurtful behaviour or following a situation that has involved managing difficult or dangerous behaviour.

• All people affected by an incident need space to re-visit the experience by re-telling and exploring the story with a changed set of feelings. During the incident, behaviour may be influenced by anger, frustration or disappointment etc. The purpose of reflect, repair and restore is to re-visit the experiences with each

individual once calm, relaxed and reflective. It is essential that everybody involved in a harmful incident is given time to recover before the process of reflect, repair and restore can begin.

A restorative approach will be used and will reflect the developmental stage and individual needs of each child. A restorative approach focuses on how harm that has taken place can be repaired. During the restorative approach we look at experiences, feelings and needs. During the restorative approach, adults will draw pictures and cartoon-style comic strips or use puppets to support their communication with children during this process. This plans to ensure conflict is less likely to happen in the future.

Physical Contact with children

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;
_ the location where the contact takes place (it should not take place in private without others present).

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 on' cuddle as a means of praise.

• Adults will only pick up children in circumstances where deemed necessary, e.g., to remove a child from danger, to prevent a child injuring themselves or others or to prevent a child causing serious damage.

. If a child is likely to be at risk from harm if staff do not physically intervene, staff will take action. The action that will be taken will be dependent on the risk assessment that is made at the time. Staff will record the use of physical interventions and ensure the Headteacher is informed. Details of such an event are

recorded on our online record keeping tool (CPOMS). Parents/Carers will be informed.

• Children may be removed from a group or activity if their behaviour is difficult or dangerous. It may sometimes be necessary to remove the group rather than the child to avoid undue physical force. Staff will support children to understand how to make positive pro-social choices for their behaviour/communication in the future.

• More disruptive or challenging situations will be brought to the attention of the Headteacher/SENCO.

• Adults must be mindful of not isolating themselves with a child when unacceptable behaviour is being dealt with to protect themselves from allegations of malpractice. 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 response was reasonable and proportionate.

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

• The Headteacher and 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, or to inflict pain. The intervention is necessary as an act of care and control. All forms of corporal punishment are prohibited.

•Safe touch principles will be applied whereby physical contact will not be made with the participants neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints.

It will not become a habit between a member of staff and a particular pupil. [Should a pupil appear to enjoy physical contact this must not be sought via Restrictive Physical Intervention.]

• Regular monitoring of the 'School Incident Folder' 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, will be reported to the Governing Body within the termly Headteacher's report.
• Permanent exclusion will only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing

the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision to exclude a pupil must be lawful, reasonable and fair.

• Should parents or carers be unhappy with any aspect of Ludwick Nursery School's behaviour management procedure they should discuss the problem with their Key Worker in the first instance. Anyone who feels unable to talk to their Key Worker or is not satisfied with their comments should ask to speak to the Headteacher. In the event of a formal complaint parents/carers should follow the procedure in the 'Complaints Policy' which is also available on the school website.

Children under three or those with developmental delay?

- When children under three, or those with developmental delay, 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 to manage their feelings and talk about them to help resolve issues and promote understanding.

Bullying

At Ludwick Nursery School we define bullying as repeated patterns of behaviour intending to hurt someone either physically or emotionally.

Nursery age 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

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another. This could be in the form of physical abuse, name calling or making threats.

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;

- we intervene to stop the child who is bullying from harming the other child or children;

- we explain to the child doing the bullying why her/his behaviour is not acceptable;

- we give reassurance to the child or children who have been bullied;

- we help the child who has done the bullying to recognise the impact of their actions;

- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;

- we do not label children who bully as 'bullies';

- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;

- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;

- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and

- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

any incidents of bullying will be recorded on the school's online record keeping tool (CPOMS), these will be reviewed regularly and monitoring/evaluations kept in the 'School Incident Folder', this will be shared with the school governing body and reported to the LA in the annual return.

Behaviour guidelines and strategies used at Ludwick Nursery School

Use your kind words- kicking is for footballs, biting is for food etc

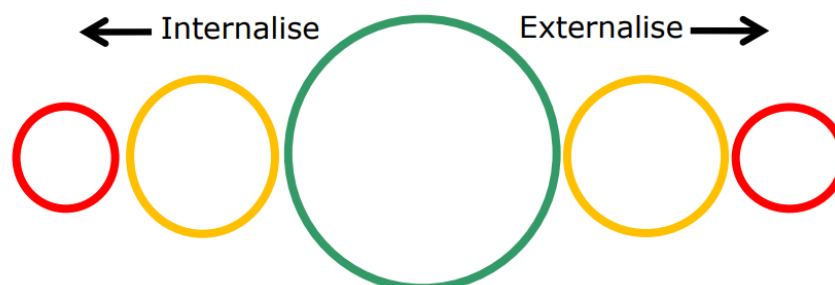We walk inside, running is for outside

Quiet voices are for inside- Loud voices are for outside

Stop, look and listen before you…

Put everything back when you have finished with it

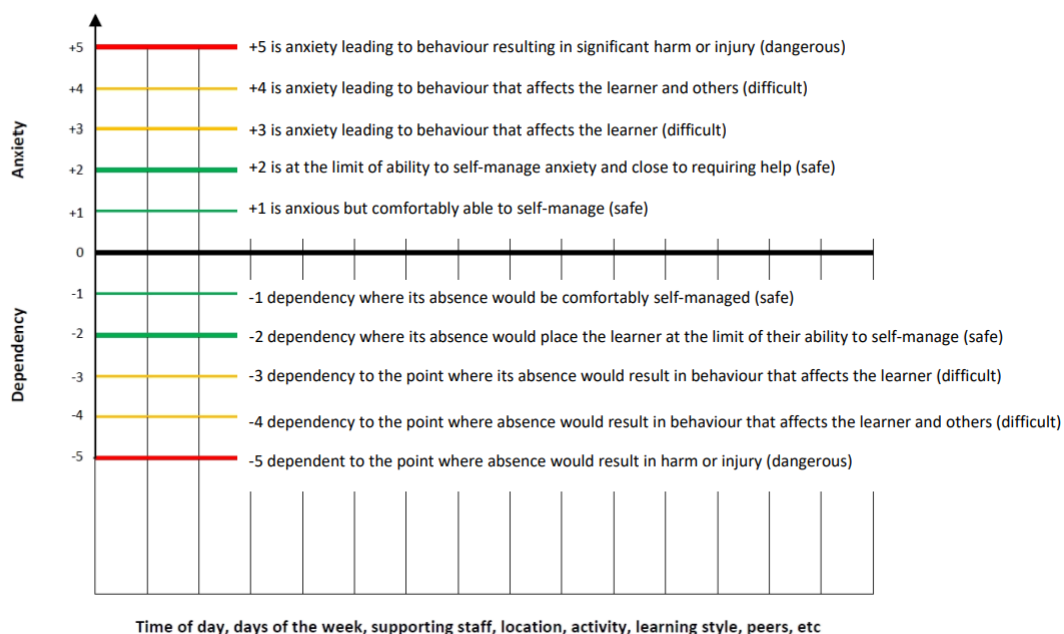We all need to feel safe at nursery

Appendix A – Inclusion Model

TAB Module 1:

1) Most students within the green will rarely need to be subject to any consequences for anti-social behaviour or any bribes in order to behave pro-socially or achieve academically, they will simply need a dynamic and engaging education experience.

2) The orange circle on the left represents the one or two students who may be a risk of harming themselves either physically or by withdrawing, hiding etc. These are often the very quiet or withdrawn students who can be missed from our planning as their behaviours do not trouble us. However, this group represents the students who are **internalising** their behaviour, they may have mental health issues or be experiences ACEs of some nature. Some children's internalising behaviour is masked by high academic output. It is important to try to differentiate between those internalising children who are simply quite by personality and those where it may be masking a deeper struggle.

3) The one or two young people in the orange circle on the right are much more noticeable as these students display behaviours that may harm others. They **externalise** their behaviour and can become a risk of harm to themselves, others and property. These students are often labelled as dangerous when the reality is more often that they are difficult for staff within the structure of the setting. Externalises are often kinaesthetic learners who become bored with the classroom environment.

4) Occasionally we have a young person within a group who presents a risk of harm which is far beyond that of any other student. This student, or these students (represented in red), cannot be kept safe by simply following policy and need a differentiated plan in order to be safely included.

Appendix B - ABCCD Chart

Setting/ activity event	Antecedent	Behaviour	Consequence	Communication	Do's/Don'ts, Do Differently?
[Describe the setting where the behaviour occurs]	[Describe what happens right before the behaviour occurs]	[Describe the behaviour]	[Describe what happens as a Consequence of the behaviour]	[Describe what the child be trying to communicate? What needs might the child be trying to meet?]	[Describe your action/ response. Did it help? Did it hinder? What would you do differently?]
Example: 10:20 a.m., 10/3/10; Sofa in the reading area. 3 children on the sofa next to 'X' sharing a book. 'X' looking at his own book.	Example: 'X' was looking at a dinosaur book. Teacher asks children to tidy the classroom. Tambourine is shaken. Class freeze before instruction.	Example: 'X' runs to the construction toys and begins tipping the boxes onto the floor shouting 'no no no'.	Example: Other children are encouraged away from the area. Member of staff (NAME) removes the remaining construction boxes and tries to distract 'X' by offering different toys and tries to explain to 'X', "We do not tip toys over in this classroom. You need to tidy them up".	Example: 'X' may have been disappointed at the sudden end to an activity he was engrossed in. 'X' may have found the noise of the tambourine too loud and a 'shock'/'sensory overload'. 'X' may not have understood what was happening with the transition from playing to tidy-up time.	Example: 'X' may need a countdown to tidy-up time. 'X' may have sensory sensitivity to sound/loud noises. 'X' may understand better if transition is supported with a visual timetable or now/next board

Appendix C - ANXIETY MAPPING

+5 is anxiety leading to behaviour resulting in significant harm or injury (dangerous)

+4 is anxiety leading to behaviour that affects the learner and others (difficult)

+3 is anxiety leading to behaviour that affects the learner (difficult)

+2 is at the limit of ability to self-manage anxiety and close to requiring help (safe)

+1 is anxious but comfortably able to self-manage (safe)

-1 dependency where its absence would be comfortably self-managed (safe)

-2 dependency where its absence would place the learner at the limit of their ability to self-manage (safe)

-3 dependency to the point where its absence would result in behaviour that affects the learner (difficult)

-4 dependency to the point where absence would result in behaviour that affects the learner and others (difficult)

-5 dependent to the point where absence would result in harm or injury (dangerous)

Time of day, days of the week, supporting staff, location, activity, learning style, peers, etc

Dangerous Behaviour

Difficult Behaviour (affecting others)

Difficult Behaviour (affecting self)

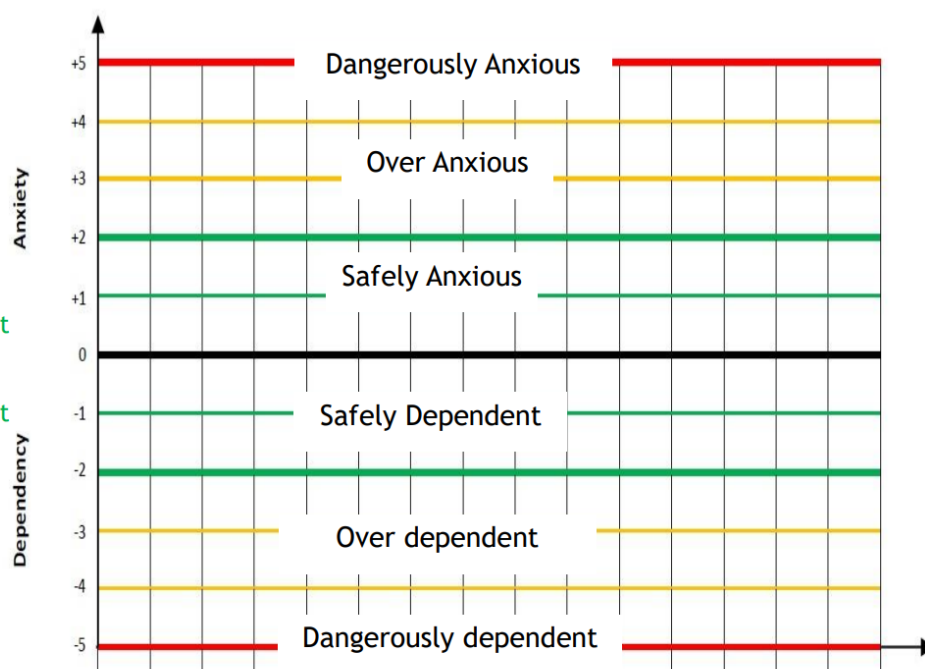Limit of self-management

Comfortable self-management

Neutral

Comfortable self-management

Limit of self-management

Difficult behaviour (affecting self)

Difficult behaviour (affecting others)
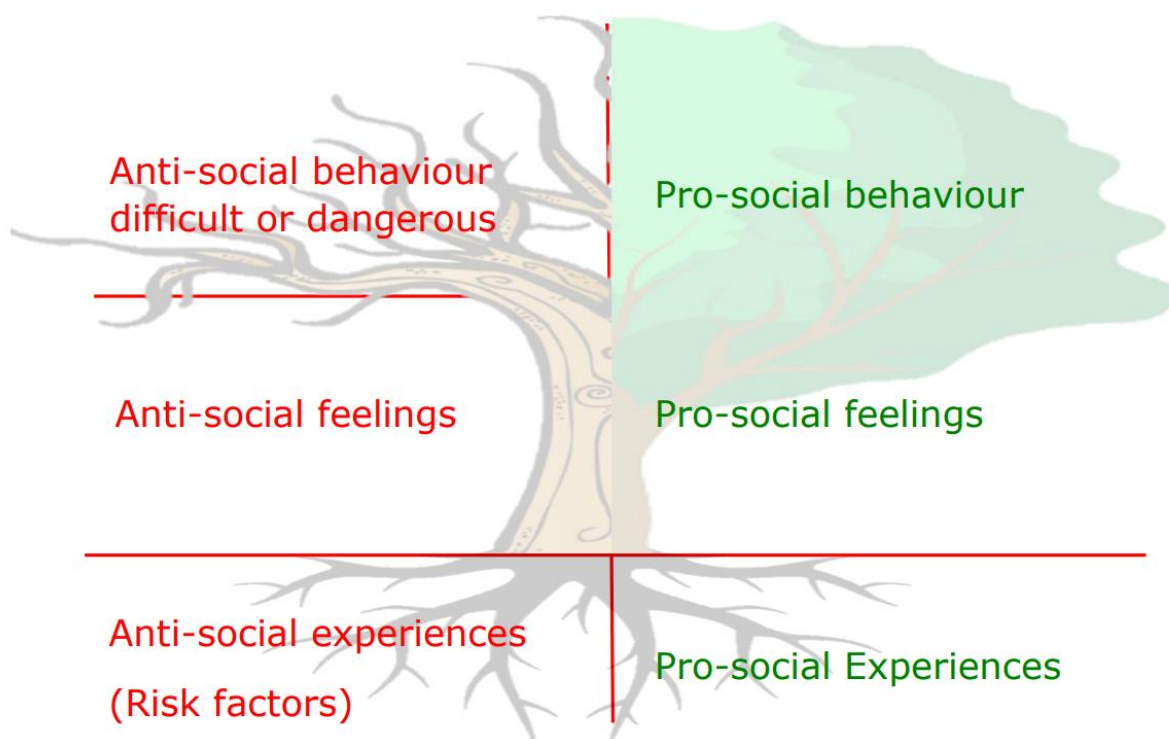
Dangerous behaviours

- Dangerously Anxious
- Over Anxious
- Safely Anxious
- Safely Dependent
- Over dependent
- Dangerously dependent

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Appendix D - Roots and Fruits

Behaviours

Feelings

Experiences

Anti-social behaviour difficult or dangerous

Pro-social behaviour

Anti-social feelings

Pro-social feelings

Anti-social experiences
(Risk factors)

Pro-social Experiences

ISL Integrated Services for Learning
working together locally

Hertfordshire

Appendix E - Individual Risk Reduction Plan

Risk Reduction Plan

Early Years

Name		DOB	Date	Review Date
Photo	**Differentiated Measures**			
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	•			
	•			
	•			
	•			
	•			
	•			

Pro-social Behaviours	**Strategies to Respond**
•	•
•	•
•	•

Difficult/Anxiety Behaviours	**Strategies to Respond**
•	•
•	•
•	•

Dangerous/Crisis Behaviours	**Strategies to Respond**
•	•
•	•
•	•

Debrief Notes (Repair, Reflect, Respond)