

Birchfield Nursery School

Behaviour & Discipline Policy

Rationale

This policy outlines the underlying philosophy, nature, and organisation and management of pupil behaviour. The policy is the result of consultation with staff, governors and children. At Birchfield Nursery we hope that our children will become happy, secure, considerate and confident with themselves and others.

Purposes

1. To ensure children can enjoy their stay at nursery within a safe flexible yet organised environment.
2. To enable children to gain an understanding of right and wrong, honesty, respect, fairness and justice within a caring and nurturing environment.
3. To have responsive and supportive adults who cater for the children's needs and encourage their developing independence.
4. To link to the equal opportunities policy ensuring all children and adults are treated with equal respect. This school acknowledges that:-
 - All members of the school community have a right to feel safe.
 - All members of the school community have a right to respect.
 - All members of the school community have a right to learn.

Guidelines

The staff have with the involvement of the pupils, established specific rules that clearly define the high standard of behaviour and the positive ethos that we expect in school. We encourage children to:-

1. To be kind, friendly, honest and considerate to everyone at nursery.
2. To try hard and work to the best of their ability, and to ask for any help when required.
3. To discuss problems, feelings, attitudes and beliefs.
4. To listen to and follow the directions of the staff.
5. To have regard for their own safety and that of others with:-
 - a. Equipment i.e. scissors, sand, water, hammers, nails, bikes.

- b. Climbing apparatus - to wait turns, hold on with two hands, take care, to be aware of others.
 - c. With strangers - to discuss personal safety, never going out of nursery or hiding.
 - d. Always informing parents where they are going.
- 6. To wait turns and share.
 - 7. To talk not shout, walk not run.
 - 8. To listen when someone else is speaking (put hands up if appropriate in large group).
 - 9. To care for equipment, materials and the building.
 - 10. Help to put away their own toys and tidy up.
 - 11. To allow other children to finish a task/use shared equipment.
To use paint and glue sparingly and not waste materials.
 - 12. To complete one task (and put it away) before starting another.
 - 13. Respect books, equipment, displays (also animal's, nature etc.)
 - 14. To be sensible in the toilet areas and leave toilets and sinks clean.

WE DISCOURAGE CHILDREN FROM

- 1. Fighting and war toys.
- 2. Unkind or hurtful behaviour i.e. kicking, biting, spitting, swearing and name calling.
- 3. Boasting, showing off.
- 4. Overt competitiveness.
- 5. Bringing toys and sweets to nursery unless it's a special occasion.
- 6. Dishonesty.
- 7. Prejudice against others who are different, (see equal opportunities policy) less able or less fortunate than themselves.

Acceptable behaviour

Birchfield Nursery School expects pupils and staff to behave in a manner that reflects the principles of the policy, in ways that support everyone's right to learn, be safe and be treated with respect in school. The school expects pupil's to work and play to the best of their ability and not disturb the learning of others, to speak to others in

appropriate ways, treat all adults and children in school with respect and care for members of the community. Pupils are expected to learn to keep the school rules, which have been developed in consultation with them and contribute to the positive ethos of the school. It is the responsibility of everyone in school to promote our nurturing ethos and to learn to make positive choices about their behaviour, take responsibility for their own actions, and promote the development of positive self esteem and well being. In accordance with their stage of development.

School systems for promoting positive behaviour

The most important behaviour guideline is 'being kind' to all members of the school community. During the admission process all children are shown the schools organisation, taught safety measures and shown how to be kind to each other in school.

Staff use a variety of methods i.e. whole class discussions, 'family' group sessions, stories, puppets and social stories, SEAL materials are used where appropriate. Children with behaviour difficulties may be supported 1:1, be withdrawn into small groups and also supported by the whole staff team.

Rewards

Verbal praise is the most frequent reward given. Children may also be given special responsibilities. They may be highlighted in a large group session and feedback given to carers. Some children may be working on a chart etc. to monitor progress and a suitable reward may be agreed. The whole class/group will be praised for their positive behaviour.

Sanctions

Intervention by the staff will be applied fairly and consistently whilst taking into account individual circumstances, including the child's age and any learning difficulty/disability the child may have. This may include supporting the child to negotiate with others, modelling appropriate behaviour, giving the child choices so that they have the opportunity to comply with a request etc.

Children may be withdrawn from an activity or room, follow a traffic light timer or staff may use red, yellow and green football type cards for time out.. If behaviour continues staff will discuss with parents and suggest strategies to follow. If necessary advice will be sought from the local authority specialists.

In exceptional circumstances the Head Teacher will consider the use of fixed term exclusion from school. Where this occurs the LA will be notified and guidance sought from any supporting agencies. School will hold a reintegration meeting with the pupil and their parents/carers as the pupil comes back to school. The purpose of the reintegration meeting will be to support the pupil in order that further exclusions are not necessary.

The school would consider permanent exclusion only as a very last resort. Permanent exclusion would only be considered for serious breaches of the schools behaviour policy when all other options had been exhausted.

Children with Special Educational Needs

Other than in the most exceptional circumstances the school will make every effort to avoid permanent exclusions for children with a statement of special needs or those being supported at 'school action' or 'school action plus' under special needs code of practice. The school will try every practicable means to maintain the child in school

including seeking LA and other professional support or where appropriate asking the LA to consider carrying out a statutory assessment. (See Improving Behaviour and Attendance 2007 DCSF).

Additional Support for Children

Additional support is available through:-

- Group sessions/story times
- Small group work on social and emotional skills implementing SEAL materials
- Children may be at school action/action plus and have specific targets as a group or on an IEP.
- Children may have an individual behaviour plan.

The School may seek the support of the learning support, psychology services, social care or speech therapy and implement any recommendations. Paediatric assessments may be appropriate to identify any medical causation to behaviour. Advice may be sought from specialist teachers in local special schools and community support.

Monitoring

Sanctions will be monitored and reviewed after 6 weeks (i.e. behaviour chart, rewards jar etc.).

Support for Parent Carers

Birchfield Nursery School works in partnership with parents in all aspects of their child's learning. Any concerns regarding the child's behaviour will be shared with parents who will be informed of any interventions that are planned. Parents will be encouraged to follow through the same strategies at home and report back to staff any progress or concerns.

Activities or materials may be loaned to parents (i.e. emotional toys, puppets, photographs etc.). Parents will be directed to the nearest available parenting courses (i.e. on site or at the nearest children's centre), if required.

If appropriate a C.A.F. meeting will be arranged with parents consent involving other agencies as appropriate.

Support for Staff

All staff have worked together in training and developing skills on behaviour management and restraint, and developing policy and practice. Additional support staff have received training in SEAL, Bright Start, speech and language, Makaton etc. which is shared with the staff and implemented in small focus groups.

Staff have the opportunity for regular training and updating of skills. They are committed to supporting each other and have the opportunity to share concerns and strategies at regular staff meetings.

Monitoring

This policy is brought to the attention of staff, pupils and parents in the Autumn term each year and is formally reviewed, along with the principles that underpin it, every two years. The policy is monitored less formally via staff meetings each term. Reward sanctions are monitored half termly by the senco. Trends by age, ethnicity gender and DEN and Disability are reviewed.

A copy of this policy is available on the school website and parents are sent a short synopsis of the principles and rules in the prospectus each year. A paper copy of the policy is in the staff handbook and is available to governors.

Any complaints arising from the implementation of this policy should be addressed to the Head Teacher in the first instance.

Other related documents dealing with behaviour difficulties:-

- Appendix I
- Appendix II

- Restraint Policy }
- Inclusion Policy } See policies file
- Bullying Policy }

Dealing with Behavioural Difficulties

Behavioural difficulties may emerge for numerous and complex reasons and may take a variety of forms from loud disruptive behaviour to passive withdrawal.

Such difficulties may include:

- Non compliance with instructions
- Demanding attention inappropriately
- Loud, noisy behaviour
- Unacceptable language
- Verbally/physically aggressive
- Disregarding rules or social norms
- Poor concentration, lack of engagement in tasks
- Non-responsive/expressionless
- Appearing deeply unhappy/distressed
- Over anxious
- Lack of confidence, low self esteem
- Lack of friendship/social skills
- Self harm

The school recognises that all behaviour has a function and carries meaning.

Most children will test the boundaries and require a consistent environment in which expectations and consequences are clear. Most of our children respond very quickly to low level behaviour management techniques.

Occasionally, some of our pupils display more challenging behaviour and in these cases a much broader, longer term framework will be needed to help these pupils to progress. For these pupils it is vital that the function of the behaviour is analysed and a detailed plan for behaviour management is drawn up.

GUIDELINES

When considering how to manage behaviour it is important to embrace three inter related factors and their impact on the pupil.

1. An interesting, relevant, differentiated and well planned curriculum can minimise disruption/disturbance.
2. Clear behavioural management strategies can provide structure, stability and continuity.
3. Consideration of individual needs and quality of life will help to identify the function of a behaviour and life style changes that may affect that behaviour.

Different levels of analysis of the 'problem behaviour' and response will need to be conducted depending on if the behaviour is:

- a) low level: responds to basic strategies
- b) more challenging: persistent and resistant to change

a) **Low Level Behaviours**

These are behaviours which, though disruptive at the time, do respond to management techniques commonly employed by most teachers/staff. In such cases an ABC analysis may well generate an effective behavioural response.

Antecedents – what comes before the behaviour occurs

Behaviour – describe the behaviour accurately

Consequences – how do people respond, what does the child get out of the behaviour

b) **More Challenging Behaviour**

These behaviours are long term more established patterns of behaviour that may negatively affect the individual's quality of life and access to learning and experiences. The behaviour adversely affects the individual's development. The level of challenge may be related to the frequency, intensity or duration of a particular behaviour.

In these cases a much more, detailed analysis is likely to be needed and a comprehensive individual behaviour plan will need to be drawn up and implemented.

The following will be considered:-

- The setting and conditions, what factors predisposes this individual to behave in this way.
- The triggers that set off the behaviour.
- The action the child makes.
- The results for the child, their peers and wider school community.

Information will be collected regarding the individual's strengths, preferences, needs and skills along with suggestions as to the possible function and early warning signs. The resulting behaviour support plan will suggest environmental and activity changes, early intervention strategies and intervention techniques. This process may need to be regularly reviewed and evaluated as the roots of challenging behaviour are usually complex and multi faceted.

UNACCEPTABLE BEHAVIOUR MAY BE DEALT WITH BY

- a. Individual discussion with child/children and staff member.
- b. Group discussion with whole class/classes. (Stories, role play or drama).
- c. Team approach by staff team.
- d. Discussion / involvement with parents.
- e. Seeking additional professional support if appropriate.
 - i.e. Learning support, Educational Psychologist etc.

Parents may also be offered positive parenting courses or family support if available.

STRATEGIES

a) Low Level Strategies, Reactions, Rewards and Consequences

Clear rewards and consequences can underpin many of the behavioural strategies used in the school.

Within the school the emphasis is on recognising and rewarding appropriate behaviour. Desirable behaviour, improvement and achievement is celebrated as part of the school routine.

Appropriate rewards may include:-

- Praise
- Sticker or charts
- Sharing good behaviour with parents and carers/or the class
- Work displayed/shown
- Preferred activity
- Choice of preferred activity
- Favoured 'job' or responsibility
- Small Prize

The level of reward should be in proportion to the level of improvement/achievement. Some pupils may work towards a more substantial reward e.g. by collecting stickers.

Sometimes neutral or negative consequences may be appropriate. Such consequences should be age/development level appropriate, clearly defined, time limited and of the lowest level that is effective. Staff should always respect the pupils' rights and dignity and should always make it clear how the pupil may move back to behaving better and gaining approval.

Punishments that involve depriving pupils of a basic right or need are never appropriate e.g. withholding a snack.

Possible consequence based techniques include:

I. Planned Ignoring

'Telling off' or appearing angry can be a reward in itself. Passing no comment on minor misbehaviours but praising a return to acceptable behaviour may be appropriate. There is a danger of the pupil's behaviour escalating to a level where you cannot ignore it so the technique may need to be adapted.

E.g. Ignore and redirect i.e., instead of saying 'Don't throw' try 'Lets do some painting'.

Ignore and praise another child who is behaving appropriately. Remove the reinforcement of the 'audience' by moving the pupil or moving the group.

II. Isolate

It may be necessary to isolate the pupil for a brief time either in the classroom or to another room. This needs to be done in a calm manner, comments if required at all should be neutral in tone but clear e.g. 'feet down'. Supervision must be maintained and the removal should have a clearly agreed time limit.

III. Reprimand

Telling a child to 'stop' can be effective in some situation. It is most likely to work if the pupil is usually compliant, the behaviour has just started and if the pupil understands the level of language used. It is not usually appropriate for very challenging behaviour. It is best done in a calm, firm voice. If the instruction needs to be constantly repeated another strategy is required.

IV. Removal of an activity

This will be situation specific. It may help to give a warning 'if you throw the bricks', 'we will have to put them away.' Always make it clear to the child why the activity is being removed. For pupils with some reasoning skills it may be appropriate to negotiate a return to the activity.

V. Alternative activities/Distractions

Give the pupil another activity as an alternative to the undesirable action. This can work well for repetitive behaviours.

Use a variation of this technique to distract a pupil who is becoming anxious or distressed. Use your knowledge of their preferences and interests.

VI. Negotiation/Removal of Privileges

Pupils who have a reasonable understanding of the sequence of events and of language/reasoning may be ready for simple negotiations. Most of our pupils will need to link this to a fairly immediate set of events e.g. if you do then you can play with or if you do then there will be no

VII. Incentive Plan

These can work with pupils who have some reasoning skills and can work for a delayed tangible reward.

Define a target that clearly states the behaviour that is to be worked on i.e. completing one activity for 3 minutes each day. If possible discuss and negotiate this with the pupil. Identify a special treat based on the pupil's preferences and interests. This reward is dependent on the target behaviour only. Award a star/stickers etc. if the pupil achieves the target in that session. State the number of stars/stickers etc that are needed to gain the special treat and allow some room for failure

e.g. 3 / 4 stars = treat out of a possible 5 sessions.

Review the plan frequently and make the target progressively more difficult. Beads in 2 jars may be effective as the child keeps the beads in the positive jar (happy face) but moves them to the negative jar (sad face) if they have not behaved appropriately. They have a visual reminder of progress any may gain a reward.

REMEMBER

Catch the child being good and reward them. Look for regular opportunities to reward the type of behaviour you would like to encourage. Rewards are far more powerful than negative consequences.

In order to remove rewards they have to be present in the child's everyday activities. Rewards should be a feature of everyday routine.

Seek opportunities on a regular basis to foster positive attitudes towards him/her from both adults and peers in the classroom. Build up self esteem.

Attention seeking behaviour will often get worse before it gets better. Once you have embarked on a programme with a child they may try a lot harder to gain your attention using the difficult behaviour.

Everyone who works with the child should be informed of the programme in order to achieve a consistent approach.

Sanctions are sometimes needed to ensure the safety of other children.

Avoid confrontation

Deal with the behaviour and not the child. (for example say 'That's an unkind thing to do', not, 'You're an unkind girl/boy.')

Create a welcome environment.

Make sure that children are fully occupied with meaningful learning opportunities.

Emphasise the positive.

Make sure that children understand how you expect them to behave. Be consistent.

Keep calm.

Use your knowledge of the pupils.

Sanctions/negative consequences are not always appropriate – use your professional judgement.

b) Strategies for Managing Challenging Behaviour

There is overlap between what might be considered lower level and challenging behaviour and different people may have differing definitions. However, within this School some pupils may display behaviour which is limiting and affects the learning environment and also does not seem to respond to the low level strategies. Effective responses to challenging behaviour rely less on responding to a crisis/incident but far more on understanding why that event happened at all.

I. Accurate Detailed Information

For more long term behavioural intervention the collection of data is needed. Behaviour carries meaning and function and detailed analysis is vital to our understanding. Supplementary information and even further in depth study may be required. Information may be needed regarding:

- core motivators
- current personal development, knowledge and skills
- current family situation
- past events
- learning history
- temperament, personality, personal style

It is also often revealing to collect information regarding non-incidents to help answer the question 'What does it take for this not to happen'?

II. Consideration of Broad Themes

Challenging behaviours are more likely when:

- there are difficulties making friends
- there are difficulties in communicating effectively

- there is lack in overall sense of well being
- the overall quality of life is poor, family or health issues may be a factor

Considering these possible areas of difficulty from the pupil's point of view will enhance our understanding of the function of the behaviour and focus thoughts on possible interventions.

III. The Action Cycle

The following action cycle will be used when the challenging behaviour is of great concern, requires specialist intervention. and whole school support.

- Define behaviour of concern
- Establish a monitoring system (baseline data)
- Identify levels of danger/risk
- Devise safety procedures
- Analyse function of behaviour
- Work for empathy
- Formulate a 'theory' for behaviour – why does it happen
- Identify possible intervention plans
- Implement action plan, monitor and review
- Celebrate, persist, adapt

IV. Interventions in Area of Social Relationships

Behaviours linked to difficulties in forming and maintaining appropriate relationships may be reflected in:

- A drive for control either for its own sake or to achieve personal ends
- Inability to tolerate of requests/denials
- Withdrawal, self absorbed activities
- Inability to start interaction with others

Interventions may include:

- Proximity tolerance 'being close' level
- Building co operation
- Sharing fun experiences
- Intensive interaction strategies
- Setting limits, protecting rights and safety
- Define area of control
- Provide 'safe' place/area
- Develop knowledge of social roles

- Social skills/understanding development e.g. social stories

V. Interventions in area of communication

Behaviours linked to difficulties in communication may be reflected in:

- Inability to express needs leading to frustration
- Child's expectations do not match demands
- Misunderstanding/not knowing what is going to happen next
- An inability to bring our attention to issue of importance
- An inability to make sense of a situation

Interventions may include:

- Clearly organised and labelled environment
- Quality visual material of right level schedules, choice boards, photos, symbols
- Improve adult communication skills, use of clear language, signs, gestures
- Develop a communication system e.g. Makaton
- Allow more time at communication points
- Try to ensure understanding
- Look for possible communicating function in a behaviour (even if not easily read) what was s/he trying to say or achieve

VI. Interventions in Area of Well Being

Behaviours linked to problems in an individual's sense of well being may include one or more of the following complaints:

- Mood swings to anger, distress, fear etc.
- Arousal level, usually heightened
- Biorhythmic phase, often difficulties in early morning and late afternoon
- Physical discomfort
- Medication side effects
- Life events
- Mental health

Interventions may be short term focussed or long term

Short term:

- Develop a plan for low points in the day e.g. have a snack, exercise, music, relaxation
- Actively manage medical condition, seek medical advice if any changes occur
- Break mood with an activity
- Manage the atmosphere and environmental conditions
- Become aware of signs of mood etc. and have a response planned
- Actively teach self calming techniques, breathing relaxation

Long term:

- Seek advice and tackle Health issues
- Promote physical fitness
- Increase daily access to experience of positive well being, relaxation, laughter, pleasurable experience
- Adjust demand levels
- Promote positive thinking – optimism
- Build up positive memory banks, supported with pictures, photos, objects, video etc.

VII. Crisis Management

Sometimes all attempts to manage the situation, at the early intervention stage fail and a crisis management procedure must be used. It is important to map out such procedures before an incident occurs and to include such procedures in the Behaviour Support Plan. All staff working with the pupil should be made aware of these procedures. It may also be necessary to seek opinions and agreement for the parents/carers and other agencies.

Crisis management is not an intervention. There is no assumption that the strategies will have any affect on reducing the occurrence of the behaviour. The aim of crisis management is to deal with the incident in such a way as to minimise danger and risk to the pupil and others.

The Behaviour Support Plan will detail actions to be taken, when additional support/personnel will be called in and how the pupil is to be contained/managed until calmer. Serious incidents that require restraint to be used must be recorded in the Incident book and the restraint policy must be followed.

After a serious incident the staff involved will meet with the Head or Assistant Head so that the incident can be discussed and so that the needs of the staff can be addressed.

Parents/Carers will be informed of the incident and the action taken.

Birchfield Nursery School

RESTRAINT GUIDELINES

Legal Guidelines

Birchfield Nursery School adheres to the advice given to all schools by the DCSF, BILD and the guidelines set out by the local authority.

1. Any member of staff may intervene if a pupil is at immediate risk of injury or of injuring another person.
2. Staff may use REASONABLE FORCE to control or restrain pupils.

The 1996 Education Act allows authorised staff to use reasonable force to prevent:

- a criminal offence
- injury
- damage to property
- behaviour preventing good order

(This also applies to trips out of school)

Legal Definition

There is NO legal definition of reasonable force. Force is reasonable if the situation could not be resolved in any other way. The degree of force MUST be in direct proportion to the incident or potential consequences. It must not be intended to punish or humiliate.

Practical Considerations

1. Before intervention teachers must attempt to communicate what is required and consequences of failure to comply.
2. Once force has been used it should be made clear that it will stop as soon as no longer needed.
3. Teachers should remove other pupils to safety and wait for help if a pupil is older or physically large.

Application of Force

Physical intervention may take many forms e.g.

1. Interposing between or blocking.
2. Touching, holding, pushing, pulling, and leading by arm.
3. Shepherding e.g. hand on back.
4. In extreme circumstances using more restrictive holds, for which training has been provided specifically for this age group. (SKIP accredited).

Whenever restraint is used staff should be satisfied that:

- There was a clear or perceived risk of injury to self or others

And/or

- There was a clear threat of major damage to property
- Alternative actions were considered
- The restraint used was minimal
- The restraint was withdrawn as soon as possible

If a pupils behaviour is known to carry a risk, handling strategies will be outlined in a Behaviour Support Plan.

All incidents requiring restraint will be recorded in the Incident Book (proforma provided).

Birchfield Nursery School

Policy on the Physical Restraint of Children

In some particular circumstances it may be necessary to physically restrain a child if the staff have good grounds for believing that immediate action is necessary to prevent a child from:-

- a) Significantly injuring themselves (including running out of the building).
- b) Significantly injuring others.
- c) Causing significant damage to property.
- d) Engaging in behaviour prejudicial to the maintenance of good order and discipline at the school.

Where verbal commands will not control the behaviour.

THE FOLLOWING PRINCIPLES MUST BE FOLLOWED:

1. Every step should be taken to avoid physical restraint by using good communication skills, diversions etc. The child should be warned orally that s/he will be restrained if the behaviour doesn't stop.
2. Only the minimum amount of restraint necessary to prevent injury or damage should be applied, for the shortest of time possible and only as a last resort.
3. Every effort should be made to secure the presence of another staff member before a child is restrained (N.B. it is however recognised that within this school the staffing ratios do not readily permit this and leaving other children unattended may increase the risk to their safety).
4. A change of face/change of room may be beneficial. The child should be removed from the audience/or the audience removed from the child where appropriate.
5. Restraint should always be act of care and control not as a punishment. Health and dignity must be maintained at all times.
6. Physical restraint should NOT be used to force compliance with staff instruction where there is no immediate risk to people or property.

OPERATIONAL PROCEDURES

1. The circumstances and justification for using physical restraint must be recorded immediately completing a physical intervention form and recording background information. This should be handed to the Head Teacher and filed.
2. Afterwards the child should be made aware as to why it was necessary to use restraint and be given the opportunity to give their views.
3. The Head Teacher should discuss the incident with the staff member within 24 hours.
4. The Head Teacher is required to monitor every such incident and take any action indicated. Any patterns emerging will be investigated.
5. Where it is clear that any staff member needs further advice/support/training the Head Teacher should take action to ensure it is provided.
6. Staff meetings should provide an opportunity for a 'review' of the incident.

NURSERY PROCEDURE

- a) If a new child is distressed on entry and resists being left in school the parent will be consulted as to their wishes whilst still present. If the parent wishes the child to stay in school they will be asked to hand over the child to a member of staff in a seated position, engaging in play or distractions where possible.
- b) If a child themselves or others they will be encouraged orally to stop the behaviour. If this fails they will be warned that they will have to be withdrawn/held to prevent the behaviour continuing.
- c) Staff in room 1 should contact member in room 2, room 2 should contact room 3 and vice versa, staff member in room 4 should contact room 3. Staff member in room 5 should try to contact staff member in room 4 or press the alarm button so that assistance/witness can be present.
- d) If a child is attempting to leave the building the fastest action should be taken and a staff member attending to the child must try to notify other staff members of the situation, who may follow and assist.