



EYFS & TPPS – Behaviour Management Statement and Policy

Taunton School Nursery and Reception (EYFS) and Pre-Prep (TPPS)

Behaviour Management Statement and Policy

EYFS Guidance Children develop at their own rates, and in their own ways. All children are unique and we believe this is the key to understanding children's behaviour.

Taunton School supports children's behaviour by providing the following:

- A Behaviour Management policy and procedure which is followed by all who come into contact with children in our setting.
- A positive Behaviour and multi task/ Restorative Justice Training Approach
- Key questions
- A named practitioner responsible for Behaviour Management. This practitioner will have the necessary skills to advise other staff on behaviour issues and will access expert advice where necessary.

In Taunton School EYFS the person responsible for Behaviour Management is Louise Leah, Head of Nursery and Pre-Prep.

- A code of conduct/handbook for staff outlining our expectations of staff in line with the EYFS safeguarding and welfare requirements, which states that corporal punishment will not be used.

Mission Statement and Ethos

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to provide an atmosphere of mutual respect and encouragement in which children can develop self-discipline and self-esteem.

In order to achieve this:-

Rules governing the conduct of the group and the behaviour of the children will be discussed and agreed within the group and explained in appropriate ways to all newcomers, both children and adults. All adults in the group ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour. All adults provide a positive model for the children with regard to friendliness, care and courtesy. Adults in the group praise and endorse desirable behaviours. Appropriate methods are implemented including distraction, praise, and reward that highlight positively good behaviour that also links to excellent parent partnership and communication and strong home links. Staff take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour. Regular agenda items on our EY agendas focus on the Children and behaviour needs. Individualised guidance forms are used for children of need and behaviour is linked closely to SEND. We operate a Golden Rule system as a school and the Jenny Moseley model of circle time

and *Turn Your School Around* underpins our values and ethos. We also operate and encourage sharing positive values with the children in special assemblies, in play context, PSHE and through our Chapel and Celebration Assemblies eg. Word of the week – Happiness, Sharing, Caring Thoughtfulness etc. (This has been influenced by Rachel Lawson, Year 1 teacher – A quiet Revolution Frances Farrer)

We use Mindfulness sessions, as well as the Learning Adventure to give the children and staff useful tool kits that support Managing Behaviour and develops our school ethos.

When children behave in unacceptable ways any difficulties will be handled in a developmentally appropriate way.

When children under three years behave in inconsiderate ways we recognise that strategies for supporting very young children differ because they are not able to regulate their emotions such as fear, anger or distress. We offer parent workshops and sheets on tantrums, biting and temper tantrums and have held really useful workshop forums run as community events too.

Challenging Behaviours! Finding the Right Response.

Toddlers need loving guidance to figure out how to cope with their emotions. Examples of challenging behaviours usually arise around learning a variety of communication techniques and learning about big feelings, anger, frustration and sadness.

The reason for these behaviours at this age is usually because the child cannot figure out how to express his or her feelings in an acceptable way. At this stage of development the child doesn't have the tool kit and doesn't know how to get a need met. The practitioner is scaffolding and helping the child to learn by responding in a more constructive way, modelling developmentally appropriate ways of handling these feelings.

This usually happens as children develop better language and communication skills.

Often challenging behaviour is phased and goes as quickly as it comes.

Common inconsiderate or hurtful behaviours of young children include: tantrums, biting, scratching and hitting out. Staff are calm and patient, offering comfort to intense emotions helping children to manage their feelings by simply talking through the child's feelings to promote a greater understanding along with helping to resolve issues.

Reasons for behaviour tantrums might be:

- Teething, over tiredness, reaction to sensory overload
- Experimenting to see responses, looking for boundaries.
- Biting for oral stimulation.
- Toddlers can become frustrated as there are many things they may want to do but can not due to stage of development.
- Learning self control
- Learning to wait.

We manage this also by offering the children choices using props, toys, choice cards, photos and real objects. Eg. To enable a child to wait patiently and learn to take turns we might show a visual prop eg. Measuring time with a sand timer, watching the steam disappear whilst waiting for food to cool.

Strong opinions, not motivated by anger, sheer excitement. For example roar like lions instead of screaming, kick a football or a bean bag instead of each other.

When behaviour is unacceptable:

- Physical punishment, such as smacking is not used or threatened.
- Adults do not shout or raise their voices in a threatening way.
- Children are never sent out of the room by themselves.
- Techniques intended to single out and humiliate individual children are not used.
- It is always made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.
- Children are given one-to-one adult support in seeing what is wrong and working towards more appropriate behaviours. In some instances this might be achieved by a period of "time-out" with a giant egg timer (visual) The adult monitoring the 'time-out' will be nearby whilst the child watches the timer. Once the timer has finished, then the adult needs to sit with the child and have the child say to the adult the behaviour that took place and why it was the wrong thing to do. If the child has hurt another child then they are encouraged to act appropriately, by saying sorry to the child they hurt.
- In cases of serious misbehaviour, such as racial or other abuse, (ZERO TOLERANCE) the unacceptability of the behaviour and attitudes is made clear immediately, by means of explanations rather than personal blame.

- If agreed by the parent/child involved then the incident and names are discussed with parents. Especially if a group or more than one child is involved.
- A record is made of any significant behavioural incidents. If behaviour resulted in harm to another child, the nature of the incident and resultant actions are recorded. Discussions are held with parents/carers of those involved but confidentiality must be respected. Parents/carers are asked to sign the incident book. Similarly if restraint was necessary for a child who proved a danger to themselves or others, a record would be made in the incident folder and parents/carers asked to read and sign it at collection. (A very rare occurrence and one that has not had to be recorded so far, however we need to be prepared.)

At the induction we share with parents our expectations and ask them how they deal with their children at home and work in partnership with the parent at all times. This is talked about sensitively and informally and once a child has started according to need guidance and partnership is provided.

We are aware that our families have very different needs, routines and perspectives, which can affect expectations.

Restraint

There may be occasions where it is necessary for staff to restrain children physically to prevent them from inflicting damage on either themselves, others or property. In such cases only the minimum force necessary should be used for the minimum length of time required for the child to regain self-control. In all cases of restraint the incident must be documented and reported. Staff should refer to the Taunton School Handbook for more details regarding the School policy on handling children. **UNDER NO CIRCUMSTANCES WOULD IT BE PERMISSABLE TO USE PHYSICAL FORCE AS A FORM OF PUNISHMENT, TO MODIFY BEHAVIOUR OR TO MAKE A PUPIL COMPLY WITH AN INSTRUCTION.** Physical force of this nature, can, and likely to, constitute a criminal offence.

1. Reviewed July 2018
2. Next full review Jan 2019
3. Further review September 2019
4. Further review September 2020
5. Further review September 2021