



## **BEHAVIOUR AND EXCLUSION POLICY**

### **Policy statement**

The Day Nurseries believes that children flourish best when their personal, social, and emotional needs are met and where there are clear and developmentally appropriate expectations for behaviour. Children need to learn to consider the views and feelings, needs and rights of others and the impact that their behaviour has on people, places, and objects. This is a developmental task that requires support, encouragement and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting Personal, Social and Emotional Development (see also Curriculum Policy).

This policy aims:

- To promote positive behaviour and encourage children to develop their own emotional and moral thinking.
- To support children in considering the feelings and views of others.
- To support children in making good choices in behaviour through praise and encouragement and to support children to understand that bad choices may have consequences.
- To promote a culture which reflects the Nurseries values of Perseverance, Honesty, Kindness, Trust and Politeness.

### **Procedures**

We have two named people at Pittville Circus Day nursery and one named person at Charlton Kings Day Nursery responsible for the programme for supporting Personal, Social and Emotional Development, including issues concerning behaviour. These people named at Pittville Circus Day Nursery are: Emily Alder and Chloe Bruton-Tranter, and at Charlton Kings Day Nursery is Caitlin Devereux. We also have two named people at Pittville Circus Day Nursery responsible for restraining a child if required. These named people are: Chloe Bruton-Tranter, and Emily Alder.

Chloe Bruton-Tranter will be overseeing and supporting behaviour across both Day Nurseries.

### **We require the named persons to:**

- Keep themselves up-to-date with legislation, research, and current thinking on promoting positive behaviour and managing children's behaviour where it may require additional support;

- Advise and support staff to enable and empower them to manage children's behaviour where it may require additional support, giving them different point of views and ideas
- Access relevant sources of expertise on promoting positive behaviour within the programme for supporting Personal, Social and Emotional Development; and
- Ensure that all staff have relevant training and knowledge on promoting positive behaviour.

We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by all members of the Nurseries.

- We require all staff, volunteers, and students to provide a positive model of behaviour by treating children, parents and one another with respect, care, and courtesy.
- We familiarise new staff and volunteers with the setting's Behaviour Policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers, and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their Key Person/Buddy. We work with parents to address inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.
- Giving them advise and working together (parents and staff)
- We require staff to discuss behaviours with parents before a behaviour observation takes place at nursery.
- Staff to discuss behavioural strategies and positive behavioural rules used within each room with parents to support effective communication and understanding.

### **Strategies for promoting positive behaviour:**

- We have clearly defined, age-appropriate expectations for positive behaviour and these are reinforced through the Day Nurseries Values and Berky Bear Class Rules.
- We ensure that there are enough popular materials and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge and praise considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence, and feelings of competence.
- We support each child in developing a sense of belonging in their group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their actions and support them in learning how to express themselves more appropriately.
- We never send children out of the room by themselves; however, we do operate a 'thinking time' strategy where a child will be asked to sit down and think about their actions, with adult support.
- We never use corporal punishment, such as smacking or shaking. Children are never threatened with these.

- We do not use techniques intended to single out or humiliate individual children.
- We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. If this is required, our fully trained staff would carry out this technique.
- We never shout or raise our voices in a threatening way to respond to children's behaviour.
- When recurring problem behaviour requires additional support, we work out a plan of action with parents using our 'Positive Plan' approach.
- Sign language to help reduce children's frustration and promote children in expressing their feelings.

### **Positive Plans**

Here at Berkhamstead Day Nurseries, we recognise that all behaviour is a form of communication. A key role of the adult is to try and identify what the behaviour might be communicating and offering more positive methods for communicating those needs. For example, a pre-verbal child may start hitting and pushing around lunch time. What the child is trying to communicate is that they are hungry; however, they do not have the language skills to communicate that need.

Our Positive Plan uses the ABC approach to behaviour management. The aim of this is to identify the root cause of the behaviour (i.e., what the child is trying to communicate), to enable us to modify our approach and support the child in making positive changes in their behaviour. The Positive Plan is very much a two-way process between the Day Nursery and home. Parents will be kept informed throughout the process and will be encouraged to contribute and work towards the plan in conjunction with Nursery.

If the behaviour continues to be a problem and all internal measures to support the child have been exhausted, the Day Nursery, with parental permission, will work with the relevant outside agencies to support the child.

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 babies and 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, pushing, hitting, and biting (see separate Biting Policy). Staff will be 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.
- If tantrums, biting, or fighting are frequent, we try to find out the underlying cause - such as a change in circumstances in the child's life, e.g., a new sibling. We then work with the child to support them in finding more positive ways to express their feelings.
- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

### ***Rough and tumble play and fantasy aggression***

- Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using different strategies.
- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- In order to contain play, we will develop strategies that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and, as such, offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.
- Use of certain language during this type of play will not be tolerated – for example, "You're dead" or "I am going to kill you."

### ***Hurtful behaviour***

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 consciousness of the feelings of the person whom they have hurt.

- 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.
- We help this process, therefore, 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 an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event

and the feeling. Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.

- We help young children learn to empathise with others, understanding that others have feelings too and that their actions impact on their feelings.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy.
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both 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 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.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together.

## **Exclusion**

### **Introduction**

The staff at the Day Nurseries are well-trained, knowledgeable, and extremely competent at managing young children towards achieving successful outcomes. Most of the time, staff are able to manage the majority of child behaviours which can change rapidly. Occasionally, children are unable to adapt to the Day Nursery environment and may behave in a way which would reduce the quality of provision to other children. Furthermore, the behaviour of some children can put the safety of others at risk.

Consequently, it is necessary to have an exclusion policy to enable the Day Nurseries to continue offering excellent childcare provision in a safe environment.

### **The rights of the child**

All children at Berkhamstead Day Nurseries have the right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour. Staff will not use any form of degrading treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation nor is shouting (unless used in the interest of child safety). The use of corporal punishment is not acceptable and is unlawful.

Where children display difficult or challenging behaviour, staff will always respect the child. The use of physical intervention can only be justified in exceptional circumstances and is explained in more detail in the Physical Restraint Policy. If physical intervention is used as a last resort to safeguard the child and others around, this will be recorded, and parents/carers will be informed on the same day, or as soon as reasonably practicable.

### **Exclusion**

Exclusion, whether temporary or permanent, is always the last resort. Permanent exclusion is used only in the most serious circumstances but may include a series of minor misdemeanors. Whilst there are other reasons why a child might be excluded from the Day

Nursery such as a parent/carer bringing the Day Nursery into disrepute, this policy refers to child behaviour as the reason for exclusion.

If there is insufficient improvement or a recurrence of inappropriate/uncontrollable behaviour is exhibited, then a Behaviour Review Meeting will be convened in which the parents will be asked to attend the school to discuss the matter in more detail with the School's Management Team. The Day Nursery will aim to keep parents informed from the outset so the Behaviour Review Meeting does not come as a surprise. The behaviour review will consider historic issues where 'cause for concern' sheets could be referred to. Parents/carers should be given a copy of this Exclusion Policy as soon as their child's behaviour becomes under review.

Before any final decisions are made, advice and support should be sought from the Gloucestershire County Council Early Years' Service and the Senior Management Team. It is important to put the child's interest first together with the Safeguarding of all children and staff in the setting.

If the Day Nursery has insufficient resources to cater for the child's individual needs, the parent or carer will be informed during the Behaviour Review Meeting. Consequently, the child's place could be re-allocated, and the contract would be terminated as per the terms and conditions included in the registration documents. This will be confirmed in writing to the parents/carers.

### **Appeals against exclusion**

The school will always offer the right of appeal to any pupil excluded from the nursery. Any appeal against exclusion will be dealt with under Stage 3 of the School's Complaints Policy and should be made in writing to the Head within one week of the child's exclusion.