

Emotional Wellbeing & Behaviour Strategies Policy

In Response to Cambridgeshire Steps Training



Please also refer to our policies for Personal, Social and Emotional Development (PSED), Child Protection, Anti-Bullying, Sex & Relationships Education, Independent Learning, SEND, Equal Opportunities, Admissions and Physical Intervention.

PRINCIPLES

In order for children to feel safe and secure we believe they need to have a clear understanding of behaviours that are appropriate and acceptable to the situation.

We take necessary steps to ensure that every child is given an equality of opportunity to develop socially, enjoy community life, to learn and fulfil their potential.

We recognise the inseparable link between teaching, learning and behaviour.

We recognise that behaviour is a form of communication for children.

In Practice

Staff:

- Aim to teach appropriate behaviour rather than control behaviour
- We endeavour to find out and understand the underlying cause of a child's behaviour
 - sensory (meeting a known or unknown need)
 - escape or avoidance (from a specific aspect of the day/nursery session)
 - attention (interaction or reaction)
 - tangible (to obtain something or someone)
- Know how to promote pro social behaviour.
- Manage antisocial difficult or dangerous behaviour.
- Recognise that children exposed to social disadvantage, family adversity and cognitive or attention difficulties are more likely to develop inappropriate behaviour.
- Focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.
- Recognise that children need to move from external discipline to internal discipline as they move from child to adult.
- Recognise that children may need to be treated differently in order to provide equality of opportunity.
- Will support children's emotional & cognitive development through co-regulation; with adults modelling calming strategies and naming and talking about feelings and ways to manage. This helps children learn to recognise their feelings and builds their awareness of strategies to reduce or manage extremes of emotion. At the same time, adults scaffold self-regulation by talking with children about thinking and learning.

Children are encouraged to:

- Develop an understanding of what is right and what is wrong.
- Understand the effects their words and actions can have on others.
- Consider the needs and feelings of others, in their words and in their actions.
- Take responsibility for their
- Develop self-regulation
- Respect the need for boundaries and respond to behavioural expectations.

Strategies for the Promotion of Pro Social behaviour

We actively promote positive behaviour through our responses and use of consistent strategies. Our staff:

- Support each child in developing self-esteem, confidence and feelings of competence.
- Provide good adult role models.
- Demonstrate consistent management of inappropriate behaviours.
- Clarify appropriate expectations of children's behaviour.
- Comment positively (use positive praise) on considerate behaviour such as kindness and willingness to share.
- Liaise with parents/carers to establish shared expectations and consistency of approach.
- Familiarise new staff and volunteers with the setting's wellbeing and behaviour strategy policy.
- Seek advice from other agencies should the need arise.
- Demonstrate value of good models of behaviour through positive comments.
- Talk with children about why certain behaviours are inappropriate.
- Raise awareness of the effects our actions have upon others.
- Encourage self-respect, and respect for others and our environment.

Behaviour Management Strategies

We consider it important to have consistent staff expectations of behaviour so that children receive the same messages from all staff they come into contact with. Strategies for behaviour management may include:

- Sharing successes with others.
- Giving positive attention/praise for positive behaviour and co-operation; positive experiences promote positive behaviour
 - Using group time to explore and discuss feelings both positive & negative
 - Identifying a few class rules with the children.
 - Challenging excuses through discussion and reasoning.
 - Having clear, related consequences to actions rather than punishment
 - Encouraging children to tell us if they are hurt, or see another child upset.
 - Supporting friendship issues by encouraging cooperative activities with other children.
 - Using diversion techniques by intervening to encourage positive play.
 - Offer a choice – open choice/limited choice – with the adults always ensuring that positive phrasing is used and that the child is given time to process the choice and respond.
 - Tactically ignoring attention seeking behaviour, except in potentially violent or dangerous situations.
- Giving 'Thinking Time' to reflect upon inappropriate behaviour where appropriate. (that is, when the child has the necessary cognitive development / language)
- In consultation with parents/carers, staff will decide on appropriate consequences for children who repeatedly struggle to manage their behaviour

Please also refer to **STEP Script** for possible scenarios. (Appendix 1).

Children who may need support to manage their behaviour

We recognise that some children have additional needs in this area.

- A **Behaviour Log** (Appendix 2) is kept when a child presents consistently challenging behaviour. It will provide information regarding possible causes and frequency of inappropriate behaviour as well as how the child responds to strategies used. This will also provide evidence if it is needed in the future to apply for additional support.
- In partnership with parents/carers, staff carefully plan to support these children using a Plan/Do/Review and or **Behaviour Plan and Risk Assessment** (Appendix 3).
- Some children may behave in ways that make it necessary to consider the use of physical intervention as part of a behaviour management plan. - See Physical Intervention Policy.

Recording, Reporting and Liaison

Within the Centre

- When a new intake has had time to settle, staff meet to share any concerns about individual children's behaviour and specific issues are recorded.
- Staff meetings are regularly used to raise, revisit and discuss individual concerns, and appropriate whole staff approaches are shared.
- Staff teams regularly communicate and evaluate behavioural issues.
- A record of Behavioural incidents may be kept if inappropriate behaviour is becoming a pattern.
- The SENCO or SMT observes a child in class if there are ongoing concerns and provide suggestions for possible approaches in response to the observation.

Parents/Carers

- We work in partnership with parents/carers sharing home/centre strategies.
- Reporting to parents/carers is done verbally through informal discussion on a day-to-day basis.
- We expect parents/carers to inform staff of anything happening at home which may affect their child's behaviour.
- Written information is shared in the EYFS assessments, and may include dated observations of children's developing understanding of our expectations, and of aspects of their behaviour.
- Negotiated meetings are arranged as and when necessary.
- Parents/carers of children with Special Needs in Behaviour meet regularly with class staff and/or our SENCO to draw up Behaviour Plan and Risk Assessments, Plan/Do/Review and review progress.
- Liaison also occurs before children start at Huntingdon Nursery, for example, via Pre Admissions visits, New Parents' Evenings, and Home Visits.
- We liaise with the next setting to ensure continuity of approach.