



## Early Years Behaviour Policy

At Mayville High School, we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect. We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, and consider the welfare and well-being of others in relation to their age and level of understanding. Staff act as positive role models and support children as they learn to regulate their emotions and behaviours.

### Managing Children's Behaviour

Children's behaviour is managed appropriately according to their age and stage of development. We praise and promote positive behaviour and never use any punishment which could adversely affect a child's well-being.

In the event that a child intentionally harms or attempts to harm another child or staff member, regardless of whether a mark is visible, this will be recorded on an incident sheet. If a mark is visible, the injury will be logged on Schoolbase and parents will be informed.

If there are recurring incidents, the Nursery Manager will be informed, and staff will complete ABCC charts to try and establish any recurring patterns or behaviours. ABCC charts are a tool to encourage patterns in behaviour to be noticed quickly, which should lead to the behaviour being dealt with efficiently. Further steps/ strategies will then be agreed upon, and parents informed. We will work in partnership with the child's parent/ carer throughout. Where there is a concern around consistent challenging behaviour, we will seek additional help and support from outside agencies to further support the child, parents and staff.

### Managing Behaviour

- The child is never blamed for their behaviour. We do not say, "You have made me sad." We say, "That behaviour has made me sad."
- We organise the indoor learning environment so that it has a positive impact on behaviour in terms of space, access and choice of activities.
- We handle issues of behaviour in ways appropriate to the child's stage of development and level of understanding.
- We encourage appropriate behaviour in all interactions with children and staff, demonstrating that good behaviour is valued. We place strong emphasis on rewarding positive behaviour, however small, so for example, if a child has tidied away without being asked, they will be praised.

### Encouraging positive behaviour at the setting

- We take a positive and consistent approach towards managing children's behaviour.
- We use praise specifically related to the children's actions or behaviours.
- If appropriate, we refocus the child's attention on another activity.
- We focus on activities and routines to encourage sharing, negotiation and cooperation.

- We model appropriate behaviours in different contexts.
- We ensure that rewards for positive behaviour are given fairly and consistently
- We ensure that instructions given to children are simple and easy for them to understand.
- We ensure the children understand what is expected of them.
- We encourage the children to express openly their feelings/likes, and dislikes.
- We help the children to understand the consequences and effects of their behaviour on others.
- We support the children in resolving conflicts with other children.
- We help to support children's self-esteem by enabling them to be successful in play experiences and activities.

### **Rewards used at the setting**

- Rewards are integrated into the daily routines and activities for the day.
- When a child receives a reward, it should be celebrated with other children to help show them what will happen if they display positive behaviour.
- The child must also be told why they are receiving this reward, e.g. "Well done, for sharing that toy," rather than, "Well done." This ensures that the child understands what is expected of them.
- Clapping
- Smiling
- Thumbs up
- Verbal praise
- Lower I- Good House Marks will be awarded for behaviour which is particularly praiseworthy, e.g. assisting a member of staff without being asked to do so; taking on additional duties willingly; ensuring a fellow pupil with a problem receives assistance; tidying the classroom.

### **Thinking time**

The children may have 'thinking time', which is a time to think about their behaviour or actions. This time is measured using a timer according to the child's age. (eg a 2-year-old would have 2 minutes thinking time) Thinking time is also measured according to the child's stage of development, so if a child is not reaching age-related expectations, this will be adjusted accordingly or different strategies will be used. Differing strategies will be discussed with parents to ensure transparency and consistency for the child.

### **Corporal punishment and restrictive physical interventions**

We ensure that all staff are aware that corporal punishment will not be tolerated, nor is the threat to use corporal punishment or any punishment that could adversely affect a child's well-being. The use of restrictive physical interventions (e.g. holding a child) will only be used where a child's actions are at serious risk of causing harm to themselves or others. Restrictive physical interventions will only be used when all other strategies have failed, and therefore only as a last resort. However, there are other situations when physical handling may be necessary, for example, in a situation of clear danger or extreme urgency. Certain children may become distressed, agitated, and out of control, and need calming with a brief restrictive physical intervention that is un-resisted after a few seconds. The safety and well-being of all staff and children are important considerations. Under certain conditions, this duty must be an overriding factor.

In the event that restrictive physical interventions are used, it must be recorded on the physical intervention

log, and on the collection of the child, parents/ carers must be informed that physical restraint has been used.

The parent/ carer will then sign the incident record to show that they have been informed of this incident. The Nursery Manager will also log the incident on CPOMS and alert the safeguarding lead.

### **Restrictive Physical Interventions**

- Physical Restraint is an act of care and control, not punishment. It is never used to force compliance with staff instructions.
- Staff will only use it when there are good grounds for believing that immediate action is necessary and in the child's and/or other children's best interests.
- Staff will take steps in advance to avoid the need for physical restraint through dialogue and diversion, and the child will be warned, at their level of understanding, that restraint will be used unless they cease the unacceptable behaviour
- Only the minimum force necessary will be used to prevent severe distress, injury, or damage
- Staff will be able to show that the intervention used was in keeping with the incident
- Every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses
- As soon as it is safe, the physical intervention will be relaxed to allow the child to regain self-control
- A distinction will be maintained between the use of a one-off intervention, which is appropriate to a particular circumstance, and the use of it repeatedly as a regular feature of the setting
- Escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable
- The age, understanding, and competence of the individual child will always be taken into account in developing Individual Education/Behaviour Plans; consideration will be given to approaches appropriate to each child's circumstances.