

Essex Wildlife Trust

Nature Nursery: Promoting Positive Behaviour Policy and Procedure

A policy describes what we do and how we do it as an organisation. It is a set of agreed principles which set out a course of action adopted by our staff and volunteers. It will often include acceptable methods, behaviours, and an approved procedure. It is usually internal, although some organisational policies are expected to be publicly accessible.

Version Control

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When review is completed, please send to: businesssupport@essexwt.org.uk

Version	Date	Changes made by	Reason for change
2	21/11/2022	Jen Burlingham	<ul style="list-style-type: none"> - Update to new company format - Update to include accurate job titles within the organisational structure of SLT, OLT, Nature Nursery Structure and Safeguarding responsibilities - Updated where appropriate to refer to any new company system requirements
			<ul style="list-style-type: none"> - Formatting to clarify step-based approach
3	22/05/2023	Jen Burlingham	<ul style="list-style-type: none"> - Include additional sections (5.7 and 5.8) on specific behavioural issues and reasons for exclusion

1. Introduction

- 1.1 Children's learning is best supported in a nursery environment where children feel safe, valued and motivated to achieve. At the Nature Nursery, we create a positive learning environment that ensures our approach to positive behaviour management is consistent and understood by all staff, children, parents, volunteers and visitors.

2. Scope

- 2.1 To ensure all nature nursery staff, parents, children, volunteers, students and visitors work together to realise and value all children promoting positive behaviour.

3. Purpose of Policy

- 3.1 The Nature Nursery aims to create an environment where positive behaviour and social responsibility is encouraged by reinforcement and praise.
- 3.2 This approach helps to raise a child's self-esteem and promotes self-discipline.
- 3.3 Through regular staff training the staff feel confident in their knowledge of positive behaviour management for children, ensuring they feel secure in their environment and to have behavioural boundaries.

4. Policy Statement

- 4.1 We believe that children flourish best when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour.
- 4.2 As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects.
- 4.3 The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations.
- 4.4 Our staff will also be aware of the potential mental health and well-being impact of the Covid-19 pandemic and ensure that we work in partnership with parents and other agencies as appropriate to respond.

- 4.5 Children and adults flourish best in a positive 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.
- 4.6 We understand the critical role adults have in modelling behaviour and therefore we consistently encourage positive behaviour that promotes children's welfare and development.
- 4.7 We aim to work towards a situation in which children can develop their independence, self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.
- 4.8 We allow children to flourish, learn and make a positive contribution.

5. Procedure

5.1 To manage children's behaviour in an appropriate way we will:

- 5.1.1 implement the stepped approach detailed in this document (see section 5.2 to 5.6)
- 5.1.2 attend relevant training to help understand and guide appropriate models of behaviour, including those issues associated to the Covid-19 pandemic, or to other topical events
- 5.1.3 ensure that in situations where behaviour is not as expected, key staff can help identify and address triggers for the responses and help children reflect, regulate and manage their actions.
- 5.1.4 designate that the Manager and Deputy Manager are responsible for overseeing and advising the team's responses to challenging behaviour, and for ensuring staff members have the opportunity to discuss specific situations and reflect on the best course of action.
- 5.1.5 access expert advice and guidance if necessary
- 5.1.6 ensure management also support and share information as appropriate with the rest of the staff, including any discussions with parents

5.2 Stepped approach

Step 1

- 5.2.1 We will ensure that EYFS guidance relating to 'behaviour management' is incorporated into relevant policy and procedures and all policies are applied
- 5.2.2 Regular audits of the provision are completed to ensure the environment and practices supports healthy social and emotional development.

- 5.2.3 Ensure that all staff are supported to address issues relating to behaviour including applying initial and focused intervention approaches (see sections below).

Step 2

- 5.2.4 We will address unwanted behaviours using the agreed and consistently applied initial intervention approach (see section 5.3).
- 5.2.5 If the unwanted behaviour does not reoccur or cause concern, then normal monitoring will resume.
- 5.2.6 Behaviours that result in concern for the child and/or others will be discussed between the key person and the Nursery Manager and/or Deputy Manager and the SENCO (if not part of the Management Team)
- 5.2.6.1 During the meeting, the key person will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) to place the behaviour into context.
- 5.2.6.2 Appropriate adjustments to practice will be agreed and if successful, normal monitoring resumed.
- 5.2.7 If the behaviour continues to reoccur and remains a concern, then the key person and Management Team/SENCO should liaise with parents to discuss possible reasons for the behaviour and to agree next steps.
- 5.2.7.1 If relevant and appropriate, the views of the child relating to their behaviour should be sought and considered to help identify a cause.
- 5.2.7.2 If a cause for the behaviour is not known or only occurs whilst in the nursery then the Management Team/SENCO will suggest using a focused intervention approach to identify a trigger for the behaviour.
- 5.2.7.3 If a trigger is identified, then the Management Team/SENCO and key person will meet with the parents to plan support for the child through developing an action plan.
- 5.2.7.4 If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan.
- 5.2.7.5 Other members of the staff team should be informed of the agreed actions in the action plan and help implement the actions.
- 5.2.7.6 The plan should be monitored and reviewed regularly by the key person and Management Team/SENCO until improvement is noticed.
- 5.2.8 All incidents and intervention relating to unwanted and challenging behaviour by children should be clearly and appropriately logged.

Step 3

- 5.2.9 If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, then the Management Team/ SENCO will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting.
- 5.2.10 It may be agreed that, with advice from the Early Help Assessment (EHA), a TAF (Team around Family) document should begin and that specialist help be sought for the child
- 5.2.10.1 This support may address either developmental or welfare needs.
- 5.2.10.2 If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, appropriate Safeguarding procedures will also be followed.
- 5.2.10.3 It may also be agreed that the child should be referred for an Education, Health and Care Plan assessment (EHCP)
- 5.2.11 Advice provided by external agencies should be incorporated into the child's action plan and regular multi-disciplinary meetings held to review the child's progress.

5.3 Initial intervention approach

- 5.3.1 We will use an initial problem-solving intervention for all situations in which a child or children are distressed or in conflict.
- 5.3.2 This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.

5.4 Focused intervention approach

- 5.4.1 The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents.
- 5.4.2 Where we have considered all possible reasons, then a focused intervention approach should then be applied.

- 5.4.3 This approach allows the key person and behaviour coordinator to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.
- 5.4.4 We will follow the ABC method which uses key observations to identify:
- A) an event or activity (antecedent) that occurred immediately before a particular behaviour,
 - B) what behaviour was observed and recorded at the time of the incident, and
 - C) what the consequences were following the behaviour.
- 5.4.5 Once analysed, the focused intervention should help determine the cause (e.g., ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied.
- 5.4.6 We believe all children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.
- 5.4.7 Children will never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'.
- 5.4.8 However, if necessary, children can be accompanied and removed from the group to calm down and if appropriate helped to reflect on what has happened.

5.5 Use of physical intervention

- 5.5.1 The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down.
- 5.5.2 Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.
- 5.5.3 Staff will not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use 'reasonable force to prevent children from injuring themselves or others or damage property' (as stated in the EYFS).
- 5.5.4 If 'reasonable force' has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs.
- 5.5.5 The intervention will be recorded as soon as possible within the child's file and on the electronic observation system, which states clearly when and how parents were informed.
- 5.5.6 If appropriate, an incident form will also be completed to comply with the Health and Safety policy and Accident and Incident procedure.

5.5.7 Corporal (physical) punishment of any kind will never be used or threatened.

5.6 Challenging Behaviour/Aggression by children towards other children

5.6.1 Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge and prevent escalation.

5.6.2 If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents of the child who has been the victim of behaviour and the parents of the child who has been the perpetrator will be informed.

5.6.3 The Nursery Manager or appropriate deputy will record details following the appropriate Safeguarding policies and refer information to the Designated Safeguarding Lead.

5.6.4 The DSL will make a written record of the incident, which is kept in the child's file and make any further contact or referrals

5.6.5 The DSL and the Nursery Manager or appropriate Deputy will, if necessary, complete a risk assessment related to the child's challenging behaviour to avoid any further instances. If appropriate, the risk assessment will be shared with and signed by the parents of the relevant child to facilitate the behaviour management.

5.6.6 The DSL and the Nursery Manager or appropriate Deputy will meet with the parents of the child who has been affected by the behaviour to advise them of the incident and the setting's response to the incident.

5.6.7 If appropriate, Ofsted should be notified within 14 days of the incident, i.e., if a child has been seriously injured.

5.6.8 At Nature Nursery we will refrain from using terminology 'bullying' when discussing negative behaviours observed

5.6.8.1 Bullying is deliberate, aggressive and repeated action, which is carried out with intent to cause harm or distress to others.

5.6.8.2 It requires the child to have 'theory of mind' and a higher level of reasoning and thinking, all of which are complex skills.

5.6.8.3 Therefore, behaviours deemed as 'bullying' are more likely to reflect the child's emotional well-being, their stage of development or a behaviour that they have copied from someone else.

5.6.8.4 Therefore, this would be the focus of interventions and discussions conducted to mediate and expedite these situations

5.7 Management of children who bite

- 5.7.1 It is recognised that up to a quarter of children will bite others at some stage. This may be for a variety of reasons such as frustration to communicate, exploration, teething, illness or a call for attention.
- 5.7.2 Nursery staff will endeavour to prevent any incidents, however, due to the spontaneity and speed this can occur, it is not always possible.
- 5.7.3 Nursery staff and the child's key person will support using the following:
 - 5.7.3.1 The biter will be removed from the area by the key person if possible.
 - 5.7.3.2 The bitten child will be checked, consoled and receive first aid as appropriate. A record will be made on the EyLog system for both children, and published to parents. Confidentiality will be maintained. Parents/carers will be reminded to regularly monitor the injury and assess as required.
 - 5.7.3.3 The biter will be reminded of expected behaviours, using the Nursery strategies of visual prompts and key phrases. They will be directed to an alternative activity and observed/supported by Nursery staff.
 - 5.7.3.4 The incident will be discussed with the Nursery Manager or Deputy and staff, and parents. Additional observations can be conducted to increase understanding or awareness of the incident.
 - 5.7.3.5 If the problem reoccurs, further investigation and intervention will be conducted as detailed elsewhere in this policy, in an attempt to identify cause and strategies to work with the child and family.
 - 5.7.3.6 The Parent Partnership Programme in place within the Nature Nursery includes specific resources and advice for parents to use at home, and can be made available as required.
 - 5.7.3.7 If the problem persists, the stepped approach, along with interventions as detailed in this policy, will be employed, including using external bodies and advice, escalating if required.

5.8 Exclusion of children from Nature Nursery

- 5.8.1 The Nature Nursery would not routinely look to escalate behaviour management to include exclusion of a child, preferring to use the stepped and intervention methods discussed.

- 5.8.2 Exclusion would only be considered if the Nursery staff have applied all reasonable support interventions and adjustments detailed in this policy, unless a specific condition for instant exclusion is met (see section 5.8.6 below)
- 5.8.3 The Nursery Manager will liaise with the Local Authority, Early Years Alliance and Partnership, Nature Nursery Management Committee, Ofsted and parent/carers to ensure the most appropriate outcome is in place.
- 5.8.4 If after all reasonable measures and support has been sought, exclusion may be considered the only option.
- 5.8.5 Short or fixed term exclusions may be considered if deemed appropriate following discussions and will be decided on a case-by-case basis and documented within the Nursery records.
- 5.8.6 Reasons for exclusion include, but are not limited to:
 - 5.8.6.1 A child displaying persistent violent and irresolvable behaviour towards other children, nursery staff or the environment.
 - 5.8.6.2 A child displaying persistent disruptive and asocial behaviour within the Nursery.
 - 5.8.6.3 A child persistently using threatening and abusive language to another child or Nursery staff.
 - 5.8.6.4 The child's behaviour is perceived as a physical risk to themselves, other children or Nursery staff.
- 5.8.7 Engagement and communication with parents/carers is considered integral throughout the process. If parents/carers fail to respond to methods initiated, or refuse to meet and discuss the behaviours observed, this will be reviewed and could be considered grounds for exclusion.

5.9 Challenging unwanted behaviour from adults in the Nursery

- 5.9.1 The Nature Nursery will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group.
- 5.9.2 This includes negativity towards groups and individuals living outside the UK (xenophobia). This also applies to the same behaviour if directed towards specific groups of people and individuals who are British Citizens residing in the UK.
- 5.9.3 Allegations of discriminatory remarks or behaviour including xenophobia made in the setting by any adult will be taken seriously.

- 5.9.3.1 The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises.
- 5.9.3.2 In the case of a staff member, disciplinary measures may be taken in consultation with the Learning and Development department.
- 5.9.4 Where a parent makes discriminatory or prejudiced remarks to staff at any time, or other people while on the premises, this is recorded on the child's file and is reported to the Nursery Manager or appropriate deputy.
 - 5.9.4.1 The position of the Nature Nursery is explained by the member of the management team, and the parent asked to comply while on the premises.
 - 5.9.4.2 An 'escalatory' approach will be taken with those who continue to exhibit this behaviour.
 - 5.9.4.3 The second stage comprises a letter to the parent, composed and signed by the Nursery Management Team, the Head of Community Engagement and/or the Director of Engagement requesting them to sign a written agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner
 - 5.9.4.4 The third stage may be considering withdrawing the child's place, under consultation with the Nature Nursery Management Committee

5. Appendices

This policy is to be read in conjunction with wider Essex Wildlife Trust Policies and Procedures and other documents

- 6.1 ABC Log
- 6.2 Accident and Incident Procedure
- 6.3 Accident, incident and near miss form (Form E) - along with guidance for completion
- 6.4 Childcare Act 2006
- 6.5 Children Act 1989 and 2004
- 6.6 Complaints Policy and Procedure
- 6.7 Equality, Diversity and Inclusion Policy
- 6.8 Essex Safeguarding Children Board [Safeguarding Policies & Procedures \(escb.co.uk\)](http://escb.co.uk)
- 6.9 Essex SEND Local Offer [Essex County Council: Special Educational Needs and Disabilities \(SEND\) | Essex Local Offer](#)
- 6.10 EYFS - Statutory framework for the Early Years Foundation Stage (up to date version available via Government website)
- 6.11 EyLog system
- 6.12 First Aid Policy

6.13 Health and Safety Policy

6.14 Nature Nursery Risk Assessments

6.15 Safeguarding Children, Young People & Adults at risk policies and procedures Part 1 and 2

6.16 Special Education Needs and Disability Code of Practice (DfE 2014): 0 – 25 years