



## The Burrow

### Policies and Procedures



#### 1. The child

The Burrow is committed to Safeguarding and Promoting the Welfare of Children and Young People and expects all staff, students and volunteers to do the same. Safeguarding children is everyone's responsibility.

#### 1.7 Promoting Positive Behaviour

##### **Policy statement**

At The Burrow 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.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, needs and rights, of others as well as the impact that their behaviour has on people, places and objects around them. 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. In these types of situations staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their own actions.

##### **Procedures**

Person with responsibility for Behaviour Management: **Lynn Mee**

In order to manage children's behaviour in an appropriate way we will:

- attend relevant training to help understand and guide appropriate models of behaviour
- implement the setting's procedures to promote positive behaviour
- have the necessary skills to support other staff with managing behaviour issues and to access expert advice if necessary
- ensure all staff undergo in-house behaviour management training.

##### *Promoting Positive Behaviour*

- Politeness, good manners, being kind and helpful, respecting others, and adhering to 'house rules' are the types of positive behaviour that will be encouraged at all times
- All children need consistent messages, clear boundaries, and guidance to intrinsically manage their behaviour through self-reflection and control
- All positive behaviour will be encouraged and reinforced through staff actively 'noticing' it. Children will also be encouraged to 'notice' each other's positive behaviour

- Basic nursery rules will be discussed with the children who will be encouraged (and expected as age appropriate) to follow them at all times
  - Our basic nursery rules are to look after:
    - ✓ yourself
    - ✓ each other
    - ✓ the resources
    - ✓ the property
    - ✓ the nursery environment
- We recognise that behaviour can be negatively impacted upon by tiredness, hunger, emotions, home events, and other personal issues, and staff will address these and similar issues, in order to prevent negative behaviour whenever possible
- If a child does behave inappropriately staff will apply an initial intervention approach, based on problem solving techniques:
  - ✓ approach the situation calmly
  - ✓ stop any hurtful actions
  - ✓ acknowledge the feelings of those involved
  - ✓ gather information
  - ✓ re-state the issue to help children reflect, regain control of the situation, and resolve the situation themselves
- Distraction, negotiation, and explanation will always be used in preference to harsh words or raised voices, and our '3 step behaviour support system will be implemented when necessary
  - ✓ Ask the child to stop the behaviour – please stop snatching the toys
  - ✓ Tell them to stop, and explain the consequence should the behaviour continue – stop snatching the toys or you will have to play somewhere else
  - ✓ Implement an *age-appropriate, meaningful* consequence – you are still snatching the toys so you need to go and play somewhere different
- If necessary, children can be removed from the group and accompanied in order to calm down and helped to reflect on what has happened. A 'Think Again Square' may be introduced at this stage as a moveable but specific place for the child to sit, close by the 'offence', to think about how to resolve the situation
- Once a solution has been reached and implemented, a final, brief explanation is given as a reminder – you had to go away because you were snatching toys, but I'm sure that won't happen again and you remember to share fairly – and the child is encouraged to return to the other children
- Behaviours that result in concern for the child or others e.g. biting or bullying, will be initially addressed as above, but then discussed between staff in order to place the behaviour into context, and managed by agreeing appropriate adjustments to practice

- Behaviour will always be managed in close partnership with parents, to establish the joint aim of encouraging only the best behaviour from children as they grow. We ask parents to inform us of any situation at home that might affect their child's behaviour in setting, however trivial they may feel it is. All information will be treated sensitively and confidentially
- Any significant events and conversations with parents are recorded in [Discussion/Event Log \(App 1.2c\)](#)
- If a negative behaviour continues to reoccur and becomes a concern, the manager will liaise with parents to discuss possible reasons for the behaviour and to agree next steps
- If a cause for the behaviour is not known staff will adopt a focussed intervention approach whereby we observe, reflect and identify any specific causes and functions of the unwanted behaviour in the wider context. Behaviour will be logged on our [Personal/SEND Action Plan/Reflection \(App 1.6a\)](#)
- If the behaviour persists the manager and SENDCo will meet with the parents to plan more specific support for the child using Personal/SEND Action Plan and Reflection. Other members of the staff team should be informed of the agreed actions and help implement them. The plan should be monitored and reviewed regularly by staff until improvement is noticed
- If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and is of significant concern, the manager will discuss with parents next steps for supporting the child in the setting and at home
- It may also be agreed that the Early Help process should begin, using the [Surrey Continuum of Support \(App 1.2e\)](#) and that specialist help be sought for the child if deemed necessary – this support may address either developmental or welfare needs
- Advice is available through Surrey SG Children Partnership Procedures Manual ([surreyscp.trixonline.co.uk](http://surreyscp.trixonline.co.uk))

*Use of physical intervention*

- The term physical intervention is used to describe any forceful physical contact by an adult to a child
- 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
- Staff should not threaten or use physical intervention to manage a child's behaviour unless it is necessary to use "reasonable force in order to prevent children from injuring themselves, or others, or damage property" [EYFS Statutory Framework \(DfE 2024\) \(App OS3\)](#)
- If "reasonable force" has been used to manage a child's behaviour, parents will be informed, and the conversation recorded on a Discussion/Event Log

**Signed:** *L.B. Mee*

**Name:** Lynn Mee

**On behalf of The Burrow Nursery**