

Rowland Hill Nursery School and Children's Centre

Supporting Young Children's Emotional Needs

Rowland Hill Nursery School & Children's Centre

315 White Hart Lane

Tottenham

London

N17 7LT

Tel: 0208 808 6089

Fax: 0208 801 7303

Email: admin@rowlandhill.haringey.sch.uk

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WHY DO WE NEED A POLICY ABOUT SUPPORTING YOUNG CHILDREN'S EMOTIONAL NEEDS?

We believe that a policy put into practice will:

- Help adults become attuned to children's emotional energies
- Enable adults to validate how the child is experiencing the event
- Contain children's feelings and provide clear structures and boundaries
- Help adults soothe and calm children's dysregulated emotional states
(M.Sunderland, 2007)
- To enable adults to understand the attachment bond and how it best develops
- To act on new learning about the development of the brain and the importance of early relationships.
- Enable children to develop self-confidence and feel positive about themselves
- Enable children to express their feelings
- Help children to understand limits and boundaries and enable them to make choices about how they behave
- Enable children to develop self-control, self-discipline and independence
- Reinforce our belief that every child has potential, is unique and capable of learning
- Allow children and adults to respect each other
- Create an environment where children feel safe to express themselves and adults are willing to listen
- Help children to work cooperatively as a group

WHAT DO WE WANT FROM OUR POLICY?

- To know how to set clear boundaries and apply them consistently
- All adults to know how to listen to children and other adults
- To make the school warm, inviting and welcoming
- To understand children's behaviour
- To give children positive choices and to help them understand the consequences of these.
- To use clear and specific language and to acknowledge and praise children's achievements
- To communicate young children's emotional development to parents/carers and staff
- Staff to behave in a professional manner with children and adults at all times, when dealing with behaviour issues
- Give children opportunities to play on their own and in groups
- Discuss and listen to any issues that parent/carers may have concerning behaviour
- Evaluate and Review the Policy and the support systems in place.

HOW DO WE PUT THIS INTO PRACTICE?

Setting clear boundaries and applying them consistently

The staff discusses the basic boundaries (golden rules) at the planning meeting early in the year. These are then discussed with the children at group time and children can also make suggestions. The boundaries are then displayed in the group areas and in the foyer.

These are usually as follows:

- We will be kind to everyone
- We will be polite to everyone
- We will take safe care of ourselves and one another
- We will take care of everything in and around our school
- We will always try our best with everything we do

Adults listen to children and other adults

The staff team is sensitive to individual children's communication needs and abilities. All children need time to answer and other techniques required may be signing, using symbols, watching the child's facial expression, body language and persistence by staff to encourage communication from the child. All staff need to physically get down to the child's level and obtain eye contact.

Staff need to follow through the issue with the child and if necessary discuss this at their individual team meeting. This may also be shared with all staff at the whole staff meeting every week.

Children listen to adults and each other by sitting or standing still, looking at the person who is speaking and signing to help communication. Adults need to praise children by saying "good listening."

It is important for children to let others know how they feel. Young children may not have the language to be able to say how they feel. At Rowland Hill we help children to use words to solve their conflict peacefully. "*Stop it, I don't like it!*" is a very effective statement that lets children know that they have a choice and can tell children and adults how they feel.

Make the environment warm, inviting and welcoming

All children are greeted and said goodbye too individually by name in their given key person areas or within the 2 year old provision. All staff welcome all children enthusiastically. All staff work hard at keeping the environment tidy, bright and attractive for children and parents/carers.

We work hard to value and respect the cultural backgrounds of the children and by home visiting children before they begin.

Understanding Children's development

Attachment:

Secure attachment is of key importance to children. A securely attached child to parent and key person will know

- Physically – 'my carer is near to me'
- Emotionally – 'my caregiver understands my feelings'
- Cognitively – 'my caregiver is aware of me'
-

Brain development:

Babies' brains develop at an astonishing pace in the early years. Brains are genetically wired at birth, but the complex circuitry that permits mature thought processes to occur only begins to develop in early childhood, and connections continue to be made throughout life, these are shaped by experience. We now think of humans as being 'three brained being' these different brains effect how we think and behave. They are especially strong in young children.

The Reptilian Brain – This is the part of the brain we have in common with reptiles. It sits at the bottom of the skull just on top of the spinal column and is responsible for controlling the muscles, balance and autonomic functions such as breathing.

The Mammalian (Animal) Brain – Often called the limbic system, this is the part of the brain we have in common with mammals. It is the source of our emotions and deals with fight or flight instincts.

The Learning Brain – Sometimes called the "Late Mammalian Brain", this part of the brain is most highly developed in the primates, particularly humans. It is involved in the higher functions such as sensory perception, spatial reasoning, conscious thought and language.

Often children react to things using different brains- a tantrum for example can trigger responses from the mammalian brain. Behaviour can seem out of control and irrational – the adults role is important here in supporting the child firstly to be calm and begin to make sense of strong feelings.

Tantrums:

We recognise that 'tantrums' are a hormone based response in the toddler brain. These sweeps through their entire brain and body, and cannot be controlled by the child. It is a physiological function of distress, and the child is unable to control it, or recover from it, without help.

When tantrums happens children's abilities to think and reason go out of the window, when this happens the adult has to take over and try to calm them down. This can be difficult – each situation has to be judged sensitively.

Staff will explore what happens before and after the behaviour. We will seek parent's observations and advice. Within the staff we may seek advice from the Head Teacher, Special Educational Needs Co-ordinator, Advisory Teacher. If further understanding is needed we shall seek parent's agreement and may then consult an Educational Psychologist or other relevant professionals.

Supporting Children to establish secure attachments absolutely depends on teams being able to talk and reflect on their work with children and families. It is best to be open, honest and genuine with what you are struggling with. We encourage discussion and flexibility and accept that disagreement is possible.

Giving children positive choices and helping them to understand consequences

Adults need to use clear and simple language to explain alternatives and choices to children. Wherever appropriate, adults need to take children back to where the behavior happened. TalkingTime is used to reinforce understanding of behavior and explore any incidents or issues with the use of a Persona Doll.

Techniques such as:

Giving Children Choices – Not giving attention – Anticipating & Diffusing – Time Out & Mobile Time Out – Praise – Restraint

Giving children choices:

We believe in adults helping young children to make choices about their behaviour and understand the consequences of what they do. We have seen that this is generally the most effective and empowering way to help children understand the acceptable limits and boundaries of their behaviour. An example may be: A child is throwing water across the water trough at other children, an adult may say to a child: *“Jane, stop! You can choose to stop throwing water or you will have to play somewhere else.”* Jane throws the water again *“Jane Stop! You can choose to stop throwing water or you will have to play somewhere else.”* Jane may choose to stop throwing the water and continue playing, the adult could then comment on how well she is playing. If Jane threw the water again the adult would say *“Jane you have chosen to throw the water so now you must play somewhere else.”* The adult would support Jane to leave the water. Adults must give children fair choices and ones that the adult can easily carry out.

Not giving children attention:

This strategy can be very effective, if a child is displaying behaviour to get adult attention. This can only be used if the behaviour by the child is not causing themselves or others any harm or damaging resources. This is only to be used when giving a child attention at that time would reinforce the inappropriate behaviour. This is used carefully and specifically.

Anticipation and Diffusing:

Adults can often see when an incident is about to happen e.g. A child may be painting in the art area and another child tries to join in on the first child’s painting. However, the first child is clearly showing he/she does not want this. Adults seeing this could support the second child to find some paper and paints and start painting a painting for themselves. In these circumstances adults can help the children find other equipment, take turns or move onto another activity if necessary. Adults need to be equally aware of protecting a child’s activity/work as learning to share resources.

Time Out & Mobile Time Out:

This is a technique that can be interpreted in many ways; the following is how it is used in Rowland Hill. Time Out is only used if a child has a specific behaviour management difficulty. For example, in the sandpit a child may be throwing sand into another child’s face. Make the request of the child e.g. *“Jane stop throwing the sand it might hurt Tom’s eyes.”* If the child does this again, give them a choice e.g. *“Jane either you stop throwing the sand or you have time out. You choose”* If the child continues to throw the sand, say to the child *“You have chosen time out.”* Place the child nearby on a chair or a space on the floor and ask them to stay there for two minutes. It is very important that it is no longer than **two minutes**. Some children may need help to stay seated. **We do not have a naughty chair that children sit in and time out is not always in the same place.** If a child will not stay in the same place for two minutes, a technique called Mobile Time Out can be used. This is where a child stays with you; this may be walking with you for **two minutes**. When

time out is finished it is important for the adult to discuss the behavior with the child, for example “what might happen if you throw sand at someone’s face?” and finish on a positive note, “shall we go together and try playing in the sand again?”

Praise:

Help children feel good about themselves, if children get rewarded for appropriate behaviour, they have less need for inappropriate behaviour. It is also helpful to children for adults to praise children’s efforts towards appropriate behavior specifically, for example “Jane, I saw that you started to throw the sand again but then you remembered to stop because it can hurt people’s eyes, that’s great!”

Restraint:

Staff at Rowland Hill when necessary hold children firmly but without hurting them physically, This is called ‘restraint’ and **would only be used if detailed as a strategy following a work discussion about a specific child or in exceptional circumstances when a child may be at risk of serious harm to themselves or others. This would be following staff training.**

No adult in Rowland Hill be they staff or parent is permitted to smack a child at the centre. Rowland Hill is a **NO SMACKING ZONE!**

Using clear and specific language, acknowledging and praising children’s achievements:

Staff give reasons when explaining how they feel to children i.e. “*I like it because....., I am really pleased with the way you....., that’s good/brilliant, you have.....*”

Staff can never praise children too much. Makaton signs should be used as well.

At talking time children are praised in front of other children e.g. “*well done, let’s give Sue a clap.*” All staff use songs, stories or Persona Dolls to promote appropriate behaviour. Group times or talking times are a good opportunity for the children to explore ideas about behavior, share, take turns and praise each other.

Staff are keen to share children’s achievements with parents/carers and other staff members through parent/carer evenings, informal drop off/collection conversations, children’s special books, art work displays, general observations, newsletters, briefings and staff meetings.

Sharing this policy with parents and staff

A hand out explaining Rowland Hills 'Supporting Young Children's Emotional Needs' is available to all parents and carers. This will be outlined at the home visits and before the children start nursery. Parents will be given a copy on the home visit.

The policy is contained within the Rowland Hill Staff Handbook, which all staff have a copy of. The policy will be discussed with a new staff member as part of their induction

Dealing with behaviour issues in a professional manner

All staff listen to children and speak in a calm, clear way to children and adults. The staff **do not discuss the children's or families issues in front of children**. Staff must respect the sensitivity of families' private issues and staff only need to know the relevant information that affects the way in which they work with a child. Parents and carers can make appointments to meet with staff if they need to discuss an issue relating to behaviour. When a child has physically hurt another child and this has required an accident form it is necessary to record the behaviour on a behaviour incident form to be shared with the parents. Behaviour incidents forms are filed and reviewed on a regular basis to assess any patterns, recurring behaviours or children.(Appendix F)

All staff address behaviour issues when they see them, at times this may mean intervening and then quickly seeking advice. **Staff will not shout at children**, they explain calmly about inappropriate behaviour.

It is important that staff are 'present' for children. This means being actively involved in the work they are doing and showing a real interest in them and their emotions.

Giving children opportunities to play on their own or in groups:

All staff are sensitive to knowing when children need time on their own; they gain an understanding of this by observing the children, talking to the child and discussing with other staff and parents/carers. There are set group times throughout the day that the children participate in. The environment is set up to give children choice and independence over where they play.

Behaviour flowchart and ABC:

Staff follow the behavior flowchart (Appendix B) process when they are concerned about a child's behavior. They identify whether the behaviour is low level or high level and try to understand the triggers for a particular behaviour and use the strategies outlined in the section 'giving children choices and helping them to understand consequences'. If there are three incidences of high level inappropriate behaviour, staff use the ABC form (Appendix D) to monitor the child's behavior to try to further understand the cause and refine the strategies used. If following these actions the behaviour increases, requires a high level of adult support or causes a high level of disruption the staff member should request a Work Discussion for the child.

Support Systems available to Staff:

There are a range of support avenues available for Rowland Hill staff to seek advice and support particularly if they are struggling with managing a child's behaviour. These include behaviour assessment (Appendix C), team leaders, senior managers, co-workers and external professionals, 'all about me' folders (kept in the staffroom), business meetings minutes, staff library, internet access and training courses or training days.

The centre has a work life support scheme, which is available for staff. As well as this PIPs consultations are available to staff (this needs to be prior booked). Feedback from lunch staff is important as it indicates how well a child has eaten and this may impact on their behaviour.

There are regular staff meetings that provide an opportunity for the whole team to examine any issues we are struggling with and explore possible solutions or strategies. Parent consultations happen termly, providing parents and key persons with an opportunity to discuss children's progress, though any concerns should not wait for a formal parents' consultation meeting and a meeting can be requested by both the parents/carers or key person.

The key person system in operation at Rowland Hill also allows staff to become very familiar with both the child and the child's family. The key person's in depth knowledge of the child and the family means they are often ideally placed to share information about a child with other staff.

At regular intervals or as deemed appropriate an early years behaviour environment audit will be carried out to assess the nursery and 2year old provision. As part of this assessment staff will seek children's voices in appropriate ways (see Appendix E). Discussions based on the findings of the assessment will be held and actions planned for improvement.

Discuss and listen to any issues that parent/carers may have concerning behavior:

It is always important that key persons discuss any challenging behavior with children's parents or carers as they know the children best and may be able to offer an explanation as to why a particular behavior is being displayed. This must not take place in front of the child but should be done discreetly. Parents and carers may be able to discuss with the child how they are feeling when they are in their home environment. Equally, parents/carers can request to have a meeting if they would like to share any particular behavior concerns they have about their child either at nursery, home or both. Meetings regarding children's behavior should take place when the behaviour is deemed to be of a high level (see behaviour flowchart). Staff and families should endeavor to understand the reasons for the child's behaviour and agree appropriate actions or strategies. Staff at Rowland Hill recognise the importance of having good relationships with families in order to support children's behavior, work together and provide consistency for children. Therefore, staff can signpost parents and carers to parent/carer behaviour workshops or support from the Assistant Head for Parental Involvement as appropriate.

Work Discussions

If staff or parents/carers still have serious concerns relating to a child's behaviour or a high level of disruptive or harmful behaviour continues despite a range of strategies, meetings with parent/carers and ABC monitoring forms then a Work Discussion takes place. This meeting involves the key person, SENCo and an assistant head. The meeting should result in a behaviour plan setting out the agreed actions to be shared with the parent/carer. This would be reviewed regularly with the key person, Teacher and SENCo. If necessary the SENCo will make a referral to Camhs for further support.

Ratification

This Policy was reviewed in ...July 2014.....

This policy was ratified by Governors in: (Name of Governor meeting)

.....

Date:.....

Signed by chair of Governors or Governor Representative:

Print Name:

Signed: Date:

Appendix A
Training Scenarios

1. **A three year old falls off her bike and hurts herself. You are the person in front of her. She shouts and swears at you for being in the way. She then spits at you and kicks the bike.**

How do you address the child and calm the situation. What would you do to help her express future angry outbursts?

2. **A child with clear language communication delay walks around the playground pulling and biting other children suddenly after playing alongside them for 5 minutes. The child is 2 years old.**

How would you address the child and how would you protect other children?

3. **A child of 3 years old likes to climb on top of the furniture at every opportunity**

How would you address this? If any, what strategies would you put in place?

4. **A new member of staff brings a child in to you stating that the child is being silly and has 'chosen' not to play in the sand. They hand the child to you in the classroom.**

What can you show them in our behaviour management policy that would support them to deal with this situation? What would you say to them?

Behaviour Flowchart

If you are concerned with a child's behaviour in the nursery



Identify if it is low level or high level

- Low Level Behaviours**
- Refusing to share resources
 - Refusing to turn take
 - Screaming or crying when frustrated or not getting what they want
 - Physically opting out ie sitting or lying down

- High Level Behaviours**
- Scratching others/themselves
 - Biting others/themselves
 - Pushing, kicking or slapping others
 - Pulling hair
 - Throwing equipment at others
 - Saying swear words to others



Use strategies such as:
 Giving children choices
 Not giving attention
 Anticipation and diffusing
 Time Out and Mobile Time Out
 Praise
 Using clear and specific language
 Acknowledging and praising children's achievements

Request a meeting with parents/carers if low level



Use strategies such as:
 See Opposite **excluding 'not giving attention' if others are at risk*
 Restraint
Request a meeting with parents/carers
 Discuss behaviour at home/in public/ at nursery and strategies used at home/nursery. Consider why?
Following three high level behaviour incidents begin to monitor using ABC forms and consider:
 A pattern?
 What are the triggers?
 Where are the settings?
 Who is involved?

Concerns resolved?
YES

NO
Continue with strategies, liaise with SENCo and Assistant Heads

Concerns resolved?
YES

NO
Increasing, high level of adult support needed, high level of disruption

NO
SENCo to make referral to appropriate agency

Work Discussion
Meeting with key person, SENCo and Assistant Heads to devise behaviour plan. Share plan with parent/carers. Implement and review plan.

Concerns resolved?
YES

Appendix C

Behaviour Assessment

Childs Name:

(highlight as appropriate)

	Making Relationships	Self-Confidence and Self-awareness	Managing Feelings and Behaviour
16-26 months	Plays alongside others. Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious. Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.	Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed. Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others). Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult	Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice. Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums. Responds to a few appropriate boundaries, with encouragement and support. Begins to learn that some things are theirs, some things are shared, and some things belong to other people.
22 - 36 months	Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special friendship with another child.	Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests.	Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, worried. Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Growing ability to distract self when upset, e.g. by engaging in a new play activity.
30 - 50 months	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.	Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help.	Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine.

	Making Relationships	Self-Confidence and Self-awareness	Managing Feelings and Behaviour
16-26m			
22-36m			
30-50m			

Score child in each strand as:

E emerging
D developing
C confident

Action: (consider – at/below/above expected age? next steps? support needed? strategies in place?)

ABC OBSERVATION FORM

Child's name	Observation Date	Observer
Time	Activity	
ANTECEDENT	BEHAVIOUR	CONSEQUENCE

Appendix E

Early Years Behaviour Environment Audit

'The environment and how it is planned is a powerful regulator of behaviour ... it communicates clear messages of intent and feeling.' (Sebastian 1987:95 in Poulter 2003:27)

Providing an inclusive environment requires practitioners to consider the physical arrangement of their setting in order to meet children's needs and to prevent avoidable behavioural difficulties from occurring.

The Behaviour Environment Audit has been produced to enable practitioners to look at their own environments to identify where changes may need to be made and to ensure that positive behaviour is promoted. It can also be used as part of the evidence that is required by specialist agencies, to demonstrate the different strategies that have been used in order to support the needs of individual children.

It has been designed to be as user friendly as possible. It is envisaged that the audit will be completed by whole staff teams working through the process together, taking into account the views of the children about their surroundings. Once completed, the identified areas for development can be written in an action plan.

By ensuring that the physical environment keeps children safe, secure and stable; supports children in being emotionally healthy and resilient; listens to what the children are saying and taking their views into account, settings are ensuring all children make good progress.

'A carefully planned environment can foster in children and adults, a sense of support and control; safety and trust; independence and choice; stimulation and challenge.' (Sebastian 1987:95 in Poulter 2003:27)

Behaviour Environment Audit

This audit is designed to help you to look at the environment(s) to promote positive behaviour within the setting. Discuss each statement with members of your staff team and complete the audit based on your observations and evidence. Record your staff team's response to the statements by ticking the appropriate column.

Once the audit is completed it will help to identify areas where changes may be made enabling you to complete your action plan.

Nursery	Definitely agree	Consider making change	Disagree	Need more information
1. Most equipment easily accessible to children				
2. Materials well labelled and located with visual prompts				
3. Appropriate storage of children's belongings				
4. Sufficient ventilation				
5. Lighting sufficient, no-glare blinds if appropriate				
6. Appropriate temperature				
7. Sufficient space for children to move around the room without disturbing others but without creating running spaces				
8. Furniture arranged so that children are not easily distracted				
9. Suitable furniture				
10. Room organised to meet the differing curriculum demands				
11. Quiet area available				
12. Room reflects the cultural make up of the community				

Nursery Management

13. Equipment and activities well prepared				
14. Staff prepare the room before the children arrive				
15. Staff member builds rapport with children				
16. Designated member of staff greets children and parents/carers on arrival				
17. Routine is flexible to meet the needs of individual children				
18. Appropriate behaviour is 'named' and reflected back				
19. Small achievements are recognised and praised				
20. Effort is noticed and acknowledged				
21. Learning opportunities are appropriate for the age and stage of the children				
22. Staff act as a role model for desirable behaviour				

Nursery management cont:	Definitely agree	Consider making change	Disagree	Need more information
23. Staff encourage children to make choices during the session				
24. Staff use observations to monitor children's understanding, interest and behaviour				
25. Adult support is used where appropriate				
26. Peer support is used where appropriate				
27. Transitions and changes of activity within the session are planned and run smooth				
28. The nearest member of staff deals with incidents quickly and keep the routine of the room going				
29. Staff focus on the behaviour, not the child				
30. Staff regularly evaluate and review children's progress				
31. Staff use non verbal strategies to gain attention				
32. Staff encourage children's understanding of instructions with verbal and physical prompts				
33. Staff use child's name and touch to gain eye contact prior to giving instructions				

Nursery Rules and Routines

34. Are few in number				
35. Are negotiated with, and clearly understood by, the children				
36. Are regularly referred to and reinforced				
37. Are positively worded				
38. Are clearly displayed in the setting				
39. Behaviour to meet the rules is taught				

Nursery Praise

40. Is valued by the children				
41. Is awarded fairly and consistently at the same level by all staff for appropriate behaviour				
42. Is clearly related to appropriate behaviour				
43. Is given for small and readily achievable tasks				

Consequences

44. Are related to behaviour				
45. Are administered fairly and consistently at the same level by all staff				
46. Are discussed at group-time and understood by the children				
47. Are understood by parents/ carers and visitors				

Routines are established for

	Definitely agree	Consider making change	Disagree	Need more information
48. Changing activities				
49. Gaining quiet and attention				
50. Tidying up				

Outside

51. Routines for movement around the setting site are clear				
52. Outside play rules are understood by the children				
53. Outside play supervision is consistent by all staff				
54. Outside play consequences system is clear				
55. Whole setting Behaviour Policy is adopted by all staff				
56. Written risk assessment is carried out and any hazards identified and dealt with.				
57. A variety of suitable activities and equipment are available for outside play				
58. There is an effective system for the resolution of children's conflicts.				

Policies

59. A behaviour Policy exists and is reviewed to evaluate its effectiveness				
60. Staff and parents have a clear understanding of the policy				
61. Rules are communicated frequently and effectively to children, all staff and parents				
62. Staff have a clear idea of the range of rewards available to the children				
63. Staff team have clear idea of the range of consequences that can and cannot be used				
64. Staff are aware of a good range of strategies that can be used to deal with behaviour concerns				
65. Children as far as they are able, know the reasons behind the rules in the setting				
66. Behaviour concerns are dealt with effectively in the light of equal opportunity/DDA legislation				

Support for Staff

	Definitely agree	Consider making change	Disagree	need more information
67. There is collective responsibility for behaviour management in the setting				
68. Staff feel confident and acknowledge difficulties				
69. Staff have clear means of gaining support				
70. Staff have effective guidance in dealing with inappropriate behaviour				
71. Behaviour concerns are recorded fairly and efficiently				
72. Staff roles are clearly defined				
73. Staff are aware of the support services available locally				

Parents/Carers

74. Parents/carers are actively encouraged to use positive strategies for behaviour management				
75. Parents/carers are routinely told of children's appropriate behaviour				
76. Parents/carers are valued				

What were the results of the most recent staff survey?

What were the results of the most recent parents' survey?

Action Plan

Date

What needs to be changed	What changes will be made?	How will the changes be implemented?	Who will be responsible for implementing changes?	When will the changes be implemented?

Questionnaire for Children

'Documenting children's voices directly revealed their attitudes about their role in their surroundings'. Penny Lancaster, 'Listening to Young Children'

To gather information on children's views, you will need to make careful observations and imaginative ways of engaging children. These can include drawings, photographs (when children are taking photographs adults need to annotate the child's views and record them with the photograph) and circle time activities, such as using puppets to introduce questions, rather than more formal methods of questioning children.

Use the one or two of the questions below to prompt children to express their views. Then discuss the children's responses with your staff team. Puppets can be used to introduce a question or problem and the children can give advice to the puppet about what it should do.

When choosing one or two questions you may like to link the questions to areas in which you have identified there is a need for change or areas where you require more information to identify whether changes would be beneficial.

A few points to consider and discuss with your staff team before you start to use the questionnaire

- Use of toys in conversations young: children often find it easier to share or confide with puppets, dolls and/or inanimate objects.
- Using a toy avoids the problem of asking children questions to which children would expect adults to know the answers.
- One-to-one conversations may effect and increase inadvertent power.
- The use of too many questions can reduce utterance and the degree of initiative in their response.
- Consideration also needs to be given to the development level of individual children's communication skills.

Do the grown-ups listen to you when you talk to them?
.....

Do you like to help the grown-ups when they have jobs to do?
.....

If you are thirsty, do you know where or how to get a drink?
.....

Is there anything you must do in the playroom/outside?
.....

Is there anything you must not do in the playroom/outside?
.....

Do you understand why you cannot do some things in your playroom?
.....

Who do you like to play/be with in the playroom?

 Do you know where to get help if someone is unkind?

 Can someone be different but still be friends?

 Do the grown-ups like to help you?

 What is there that is interesting or exciting to do in the playroom? What do you like to do?

 Can you choose what to play with?

 When something goes wrong, do you know who to ask for help?

 Do you like to come to the playroom, and is there is always someone to say hello when you arrive?

 Where is the best place to be in the playroom?

 Is there anything you would change about your playroom?

 What is your favourite thing to play with inside/outside?

 Are there any play things you would like to change, what are they?

 How do you feel when you have made something, do you feel pleased?

 What happens when you have tried really hard to do something?

 What makes you feel happy?

 What frightens you, what don't you like to happen in the playroom?

For younger children introduce the questions in a more indirect way. Consider using a puppet, sticker or smiley face cards to represent a child's voice, placed next to their favourite things; or a sad face if they don't feel confident in different areas.

What I like best about this place is

 What I don't like about this place is

 My favourite play things are

Photographs or drawings of activities in the setting can be used to prompt choices.

Reference Material:

Index for Inclusion, Tony Booth and Mel Ainslow

Listening to Young Children, Penny Lancaster

EEL Children's Questionnaire, Tony Bertram and Christine Pascal

London Borough of Lewisham, Early Years Service 'Behaviour Checklist'

Behaviour Incident Form

Date	
Time	
Child's name	
Area	
Member of staff completing form	
Description of behaviour incident	
Pupil treated by	
Action taken	
Parent signature	

