



Buddies
Nursery



Behaviour Management Policy 2021

Aims

This policy aims to:

- Be clear, consistent, and easily understood by all
- Provide insights into young children's behaviours, exploring possible triggers and how to manage them
- Provide insights and an understanding of self & co-regulation and its importance on young children's behaviour
- Be considerate of the Personal, Social & Emotional developmental needs of 2-year-olds.
- Be clear about what it is two-year-olds can do, what they need, and how we can support them.
- Encourage the Christian values of tolerance and respect and promote positive relationships.
- Create an environment that is respectful and treats all children fairly according to their individual needs.
- Create an environment that is respectful for all - children and adults.

Legislation and Statutory Requirements:

This policy is based on:

- Statutory framework for the Early Years Foundation Stage

This policy is also based on advice from:

- Early Support (for children, young people and families) - Information about behaviour: SEN (www.councilfordisabledchildren.org.uk)
- Birth to 5 Matters - non-statutory guidance

Buddies Nursery @ Rimrose Hope CE Primary School

Behaviour Management Policy Guidelines

Introduction

To ensure that this policy is relevant to our setting, our children and is supportive of their developmental needs, it is underpinned by an understanding of child development. In particular it focuses on the personal, social and emotional needs of 2 - 3-year-olds. Understanding how young children experience, express & manage their feelings is a crucial area of professional knowledge for early childhood practitioners in order to support children with their emotions and behaviour. All staff have a responsibility to implement and uphold this Behaviour Management Policy and will actively be involved in its annual review.

The induction of new staff members is the responsibility of the Nursery Manager, Deborah Ventre.

Two-year olds

Two-year old children are developmentally wired to often know exactly what it is that they want, but they may not yet have the ability to effectively communicate this with others. As a result, they can often experience frustration and anger.

It is the role of the practitioner to support this through:

- Giving children the vocabulary that they need to express their emotions
- Modelling language to communicate emotions: this can be achieved through role play and small world play, using figures for example
- Dealing with conflicts - this can be a good opportunity to help children support their understanding of emotions and empathy.

Promoting autonomy and independence is at the heart of everything we do at Buddies Nursery; we believe that it is essential for life learning and success. A two-year-old is moving away from being a baby, who has been largely dependent on others, to a toddler with a strong desire to express their independence. This urge to exercise their ever-growing autonomy can manifest itself into a 'temper tantrum'. When this occurs, adults can support in the following ways:

- Talk calmly - acknowledge their feeling and reflect it back e.g., *'I can see you are feeling sad'*.

- 'Time Out' is **not** an appropriate response as the child cannot automatically change their behaviour in that moment
- Remembering that a Temper Tantrum can feel frightening to the child experiencing it & an adult staying nearby, showing availability for when he / she is calm again, is important.
- Other children can feel a degree of distress as result of the noise / disruption. Adults can support them by staying calm and acting kindly.
- Once the tantrum has passed, comfort the child, offering him / her a drink of water and some kind, reassuring words.

Personal, Social & Emotional Development of 2 year old children:

What does a two year old need? • 'My adult' who knows all about me even before I start • Time to get to know my new environment • People who understand me and my needs • A safe base • Somewhere to put my things • To see photos of my family, pets and toys • Enough time for me and my learning • Someone to talk to my parents about how I can learn at home • Unhurried and flexible care routines • Support to dress and undress myself • To make friends • My own culture and background to be valued	What a two year old can do? • Go to my adult when I need support • Be confident about my new environment • Find my coat and shoes when I want to play outside • Look at photos of my family when I want to • May have problems expressing myself - I may become frustrated and impulsive • Can learn to put on my own coat and shoes • Begin to learn to play co-operatively with my friends • Learn how to share the toys • Be proud of my own culture and background • Continue my learning at home
Adult role • Be patient, calm and affectionate • Build positive relationships with parents and carers during settling-in periods and ongoing • Gather important information about daily routines, nappy routines, comfort objects, likes and dislikes, and people who are important to them when the children first start • Listen to and talk with the children • Be supportive and understand the children's developing emotions and feelings • Use photographs of the children and their family in discussions • Be flexible with the children's routines • Use care times to strengthen the key person bond • Support young children to dress and undress themselves • Be understanding about helping young children to share and take turns • Understand a typical two year old perspective of 'I see, I want, I take' • Work closely with the children's family and carers to continue the learning journey at home • Model and support positive interactions • Be sensitive to and embed the different cultures and backgrounds within the setting	What the adult can provide • An effective key person system • Flexible settling-in policy and arrangements • Use of 'All About Me' documentation and regularly updating the details • A whole staff approach to supporting home learning • An accessible space for the children to put their belongings • Low-level access to family photographs (display, baskets, books, etc) • Unhurried and flexible day-to-day routines • Focused one-to-one attention during routine care times • Give children time to develop their independence skills • Balance of space and multiple sets of some equipment to help with turn taking and sharing • Choose equipment that can be used by more than one child as well as individually e.g. double easel. • Create an environment that reflects diversity, with equipment that reflects the children's homes, and notices in home languages • Provide mirrors where children can see and talk about themselves

(Cumbria Council: Supporting and enhancing early education for 2 year olds, 2017)

Triggers & ways to support young children with self-regulation

Transitions can be a difficult time for some children. Moving from one place where they feel safe and 'known', to a place they may feel 'unknown' can result in insecurities and a sense that their needs are not being met. Children can feel anxious and vulnerable, and this can negatively impact on their behaviour.

Adults can support children with this by:

- Recognising the importance of feeling 'known', safe and loved.
- Recognising the vitalness of high-quality transitions
- Understanding that 'effective transitions (are) a process rather than an event' and need to be planned as such (Early Education, 2021: p.16)
- Understanding the importance of the Key Person Approach & aiming to build a positive bond between key children and their families

Self-regulation has no one single definition and has been used in reference to things such as 'impulse control, behavioural control, emotional competence, self-direction, and executive function' (Early Education, 2021: 20). Self-regulation is vital in all aspects of our lives, including the ability to learn effectively, and it develops in early childhood. It is dependent on, and grows from, co-regulation and therefore adults should never underestimate the fundamental role they play. Young children sometimes need regulation from adults; adults and children working together towards a common purpose including resolving upset and returning to balance. An example of co-regulation is when an adult tunes in to a child's mood and adapts their behaviour to support that child in that moment e.g., when a child is sad, the adult is sympathetic and supportive.

Adults can support self-regulation, and co-regulate, through:

- Being flexible and consistent
- Modelling calming strategies, such as taking deep breathes
- Naming and talking about feelings and emotions - building up cognitive awareness of strategies to reduce / manage extremes of emotion
- Scaffolding cognitive self-regulation by talking to the child about thinking and learning

Routines

Routines make young children feel safe and can reduce stress. They like to know what is happening and when. Therefore, it is important that both sessions at Buddies Nursery (morning/afternoon) have a routine that is purposeful and that promotes our curriculum and vision for our children. The following can help embed routines and ensure that they work for our little people:

- Simple visual timetable that is shared in key worker groups and displayed in the room.
- Being consistent with the routines
- Giving the children time to process any changes that may occur e.g., trips, visitor. Talk about changes prior to it happening, using the visual timetable to highlight that change for that particular day.

Children with SEN

All children can become angry and behave in a way that is considered inappropriate, but through an understanding of children's 'typical' development, co-regulation, calm and kindness, many children respond and settle. Children with additional needs may not be able to respond in same way and their behaviour may escalate.

Causes of problematic behaviour

Children with additional needs may be affected by any of the following:

- Frustration
- Anxieties, fears & phobias
- Lack of understanding
- Emotions
- Hyperactivity
- Discomfort / illness
- Sensory issues
- Misplaced attention - if a child has learnt that a certain behaviour gets your attention, they may behave in that way, even if the attention they receive is negative.

How we can help

The following can help children to avoid or minimise challenging behaviour.

Everyone caring for the child should follow the same rules so that the messages are clear and consistent:

- **Set routines**
- **Build communication** - using photographs and pictures to explain what is happening can help children who are non-verbal or have limited understanding. You can show the child objects before commencing to the next step in the routine (example - a nappy before changing them), demonstrate routines visually (example -if you are going outdoor, show the child their coat and point to the door), keep language simple, using

Picture Exchange Communication System (PECS) - using pictures to help children request what they want/need such as Makaton

- **Give choices** - for example showing two items / pictures and teach them to point to their preferred choice, this can minimise frustration
- **Give enough time to think** - things may need repeating slowly, sometimes children with additional needs take more time to process information - be patient.

Conclusion

At the age of two years old, children are keen to move away from the heavily reliant relationship they have previously had with adults and continue to develop their sense of self through more autonomous behaviour. At Buddies Nursery, children becoming active agents in their own lives and experiences is at the heart of our philosophy and vision. Therefore, we must recognise that as children are developing in this way they can experience a range of emotions, including anger and frustration, that can negatively impact on their behaviour. Young children need guidance, support, understanding, modelled behaviours and co-regulation to develop their understanding of behaviour/emotions and how to regain calm and balance again. We can help to shape how children behave as they grow, and this should never be underestimated.

Statutory Framework for EYFS links

Managing Behaviour

3.52. - Providers are responsible for managing behaviours in an appropriate way. Providers must not give corporal punishment to a child.

3.53. - Providers must not threaten corporal punishment and must not use or threaten any punishment which could adversely affect a child's well-being.

References

<https://www.cumbria.gov.uk/eLibrary/Content/Internet/537/1459/7037/7086/42562104311.pdf>

<https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/earlysupportbehaviourfinal.pdf>

<https://www.birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf>

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>