

# Curzon Crescent & Fawood Children's Centres Partnership



*Working Together to Achieve More*

## **Behaviour Policy**

**(Including the Governing Bodies statement of principles)**

**Reviewed – Summer 2017**

**Review – Summer 2019**

**Policy Lead – Deputy Head**

**Approving Committee - Curriculum**

## Statement of Principles

At Fawood and Curzon Crescent we believe that the most important way that children learn how to interact with their peers and with adults is by observing how adults behave with one another and with children. Adults act as role models for children, and we believe it is important that our own behaviour should reflect the positive actions and attitudes we would expect from children.

### To this effect we aim to:

- Treat each child as an individual and with respect so that children are encouraged to treat others with respect
- Try to understand what a child is communicating through their behaviour ~ all behaviour is a communicative act
- To recognise that a child's behaviour is a response to a situation and to help children understand their response and develop their abilities to self-soothe
- Observe each child and be mindful of children's levels of wellbeing
- Acknowledge children's feelings with them e.g. joy, anger, hurt, sadness, disappointment, excitement and pleasure and help them to use language to describe their emotions
- Work closely with parents and carers, listen to them and discuss their child's needs with them
- Encourage children to talk about behaviour they like and dislike and to say how they want to be treated
- Offer children a creative and interesting environment in which they feel safe and secure
- Develop our understanding of the impact of attachment on the young child's developing brain. Current research indicates that early life experiences are hugely influential on subsequent development.

*'Attachment is the way we relate to the important people in our lives. It is a key element of psychological and emotional well-being and forms our views about love and connection. The way we attach to others determines the quality of our relationships, how we see the world and the tone and depth of our lives. Our attachment style and patterns are grounded in our first experiences, namely those primary relationships of our first years of life.'* (Centre for Attachment, 2016)

This policy may be used in conjunction with the Safeguarding policy.

## Procedures and Strategies

Keypeople are committed to building close relationships with children and families in order to share information and deepen their understanding of the context in which each child is growing up. Within the security of this relationship, intrinsic rather than extrinsic motivation is the driver for encouraging positive behaviour. Praise is used specifically to address each child's contribution to their learning, and to the smooth running of the nursery, e.g. 'I really liked the way you matched the blocks when you put them away.'

We recognise that young children require help in understanding the range of feelings they experience. In order to help children to recognise their feelings, we talk with them as the opportunity arises, giving the children an opportunity to put words to the range of emotions that they experience. In group times we use

books, puppets and Persona Dolls to facilitate children's understanding of the range of emotions which they are likely to encounter.

Children are encouraged to consider their actions and to learn the difference between acceptable and unacceptable behaviour.

We help children to understand the effects that hurtful behaviour can have, and offer them ways to make reparation. We do not force children to say sorry, but would try to help them understand the consequences of their actions and consider alternative ways of behaving. If it is clear that the child is genuinely sorry and wishes to show this to the person they have hurt, we would support them in doing so.

At all times it is important to stress that it is the behaviour that is being addressed, not the person. Challenges to behaviour must remain positive even when a member of staff has to be firm with a child.

### **Children facing difficulties**

When children are finding it difficult to interact with their peers, adults and the nursery environment we will, when appropriate:

- Observe the child to try to discover and understand when and why the challenging behaviour occurs and what the trigger might be
- Talk to the child about why this behaviour is not acceptable and what the consequences are to him/herself and others.
- Talk to the child's parents
- Draw up an action plan and communicate it with parents and staff in order to monitor its effectiveness
- Provide additional resources to support the child
- Invite the parents to spend time with their child in nursery
- If necessary, and after close consultation with parents/carers to limit the time that the child spends at nursery until the child is able to cope with the transition from home to nursery and the different expectations within each setting
- With parents' consent, seek the help of colleagues from other agencies

### **Expectations**

We ask adults and children:

- To talk and only shout if they need help quickly
- To be kind to one another
- To use words, gestures or Makaton, to describe their feelings
- To ask for help if they are being hurt or bullied
- To look after each other and themselves
- To look after resources and the environment
- To describe what we want to happen rather than emphasise the negative

## **Success Criteria**

We measure the success of our policy by the extent to which:

- Children are able to play happily and sociably alongside one another
- Children are able to follow Centre routines, and rules and to display acceptable behaviour
- Staff members work towards improving behaviour, which is inappropriate and challenging

This policy can be cross referenced with the following policies and documents:

- Learning, Teaching and Play policy
- SEND policy
- Positive Handling policy
- Intimate Care policy
- Health and Safety policy
- Child Protection and Safeguarding Policy
- Code of Conduct
- Parent/Carers' Handbook

## **Behaviour**

(from the Parent's Handbook)

Children learn by example, and staff model appropriate behaviour by being caring, supportive and respectful to each other and all users of the centre.

We encourage appropriate behaviour in the children by praising their achievements and using positive reinforcement, e.g. "Good walking inside". We do not do anything that could cause a child to feel hurt, humiliated or intimidated.

We work within limits and boundaries, which we make known to the children, and try to make the rules clear, fair and positive. Occasionally, a child will find it hard to keep within boundaries of acceptable behaviour. The staff are very experienced and will explain why something is not allowed or why something must be done.

We will not tolerate swearing or bullying, smacking, hitting, kicking, spitting or biting. Some children may do these things, but we try to understand what is causing this behaviour to alleviate the child's frustration or to redirect the child's anger or aggression in a positive way.

We listen to the children's concerns or grievances and encourage them to sort out their own disagreements as far as possible, with our support. We help children to talk about their feelings, see the consequences of their actions and to take responsibility for them. We encourage self-discipline and the ability to listen to others.

We never smack the children and we ask that you do the same.

Please do not become involved in childhood disputes. All centre matters are dealt with and it is a child protection issue if you reproach or frighten another person's child, or question them about their behaviour. If you have any concerns please speak to a member of staff.

## **Appendices**

Documentation used for recording discussions between parent/carers and Centre staff regarding children's behaviour.

- 1) Contact log to record discussions with parent/carers and/or outside agencies (link to SEND policy)
- 2) Letter to invite parent/carer for initial meeting with people who are most closely involved with child's learning and development (to be reviewed after two weeks), Record of Discussion.
- 3) Letter to include DH/Senco in meeting with parent/carer (to be reviewed after two weeks)- Record of discussion
- 4) Letter from SENCO to begin Behaviour Plan
- 5) Documentation for recording a Behaviour Plan (link to SEND policy) to be reviewed at six-weekly intervals.

**Appendix 1**

Contact with parents/carers and/or outside agencies

Name of Child:

Date of Birth:

Date	Name and contact details	Details

## **Appendix 2**

Fawood Children's Centre  
35 Fawood Avenue  
Stonebridge  
London  
NW10 8DX  
020 8965 9334

[www.fawood.org.uk](http://www.fawood.org.uk)



Curzon Crescent Children's Centre  
Curzon Crescent  
Willesden  
London  
NW10 9SD  
020 8459 6813

[www.curzoncrescent.org.uk](http://www.curzoncrescent.org.uk)

Date:

Dear

I am writing to invite you to attend a meeting. I would like to discuss your child's behaviour with the people who are most closely involved in his/her learning and development.

Arrangements for the meeting are as follows:

Date:

Time:

Please confirm that you will be able to attend or wish to make an alternative appointment.

With kind regards

Deputy head teacher/Senco

RECORD OF DISCUSSION WITH PARENT/CARER and KEYPERSON

CHILD'S NAME:

DATE:

OUTLINE OF CONCERNS AT NURSERY

STRATEGIES TO BE IMPLEMENTED ACCORDING TO BEHAVIOUR POLICY:

When children are finding it difficult to interact with their peers, adults and the nursery environment we will:

- Observe the child to try to discover and understand when and why the challenging behaviour occurs and what the trigger might be
- Talk to the child about why this behaviour is not acceptable and what the consequences are to him/herself and others.
- Talk to the child's parents
- Draw up an action plan and communicate it with parents and staff in order to monitor its effectiveness
- Provide additional resources to support the child
- Invite the parents to spend time with their child in nursery
- If necessary, and after close consultation with parents/carers to limit the time that the child spends at nursery until the child is able to cope with the transition from home to nursery and the different expectations within each setting
- With parents' consent seek the help of colleagues from other agencies

PARENT/CARER'S COMMENTS:

KEYPERSON'S COMMENTS:

ACTIONS TO BE IMPLEMENTED:

Signed: \_\_\_\_\_ parent/carer

Signed: \_\_\_\_\_ Key person

### **Appendix 3**

Fawood Children's Centre  
35 Fawood Avenue  
Stonebridge  
London  
NW10 8DX  
020 8965 9334  
[www.fawood.org.uk](http://www.fawood.org.uk)



Curzon Crescent Children's Centre  
Curzon Crescent  
Willesden  
London  
NW10 9SD  
020 8459 6813  
[www.curzoncrescent.org.uk](http://www.curzoncrescent.org.uk)

Date:

Dear

Thank you for meeting with the people who are most closely involved in \_\_\_\_\_ learning, in order to discuss your child's behaviour.

At nursery your child is continuing to display behaviour which is causing concern and I would like to meet with you personally, in order to address these issues. At nursery we take the view that there is always something significant behind a child's behaviour and hopefully, by working together, we can alleviate the situation.

I would like to meet with you as follows:

Date:

Time:

Please confirm that you will be able to attend or wish to make an alternative appointment.

With kind regards

Deputy head teacher/Senco

RECORD OF DISCUSSION WITH PARENT/CARER, KEYPERSON AND DEPUTY HEAD/SENCO

CHILD'S NAME:

DATE:

OUTLINE OF CONCERNS AT NURSERY:

STRATEGIES TO BE IMPLEMENTED ACCORDING TO BEHAVIOUR POLICY:

When children are finding it difficult to interact with their peers, adults and the nursery environment we will:

- Observe the child to try to discover and understand when and why the challenging behaviour occurs and what the trigger might be
- Talk to the child about why this behaviour is not acceptable and what the consequences are to him/herself and others.
- Talk to the child's parents
- Draw up an action plan and communicate it with parents and staff in order to monitor its effectiveness
- Provide additional resources to support the child
- Invite the parents to spend time with their child in nursery
- If necessary, and after close consultation with parents/carers to limit the time that the child spends at nursery until the child is able to cope with the transition from home to nursery and the different expectations within each setting
- With parents' consent seek the help of colleagues from other agencies

Parent/carer's comments:

Key person's comments:

Actions to be implemented:

Signed: \_\_\_\_\_ parent/carer

Signed: \_\_\_\_\_ key person

## **Appendix 4**

Fawood Children's Centre  
35 Fawood Avenue  
Stonebridge  
London  
NW10 8DX  
020 8965 9334

[www.fawood.org.uk](http://www.fawood.org.uk)



Curzon Crescent Children's Centre  
Curzon Crescent  
Willesden  
London  
NW10 9SD  
020 8459 6813

[www.curzoncrescent.org.uk](http://www.curzoncrescent.org.uk)

Date:

Dear

Thank you for meeting me on \_\_\_\_\_ in order to discuss your child's behaviour.

Observations of your child and discussion with his/her key person indicate that there continue to be concerns with regard to his/her behaviour and I would like to meet with you as follows in order to create a Behaviour Plan for your child.

Date:

Time:

Please confirm that you will be able to attend or wish to make an alternative appointment.

With kind regards

Deputy head teacher/Senco

CURZON CRESCENT and FAWOOD CHILDREN's CENTRE

BEHAVIOUR PLAN FOR \_\_\_\_\_

Date of birth:

Home Language:

Start date:

Review date:

Adults involved:

BEHAVIOUR TO BE ADDRESSED	STRATEGIES TO BE USED	OUTCOMES
---------------------------	-----------------------	----------

--	--	--