



Putting families at the centre

Behaviour Regulation Policy

This policy was adopted by Honeycroft's Board of Trustees on 07/10/21

This policy is due for review on 01/11/22

Guiding principles

Honeycroft believes that children and adults flourish in an organised environment where everyone knows what is expected of them. We maintain clear boundaries and expectations around behaviour, which enables children to feel free to explore, learn and develop through play.

At Honeycroft we take a non-judgemental, curious and empathetic attitude towards challenging behaviour. We recognise that behaviour is communication of an emotional need and that there are many possible causes, such as the child being tired, hungry or unwell. We will endeavour to establish what the cause is and support the child and family as appropriate.

We know that learning socially appropriate behaviour is a developmental process and that children cannot successfully self-regulate their emotions until they have experienced and internalised co-regulation, through explicit teaching and modelling. Staff will model positive behaviour towards children and each other and respond to challenging behaviour in a calm and organised manner.

Staff will integrate Emotion Coaching into everyday practice, including when responding to challenging behaviour, to support the development of positive behaviour and promote children's wellbeing. Emotion Coaching is an evidence-based approach that focuses on the development of emotional regulation, through supportive relationships. This policy will outline how we will use an Emotion Coaching framework to support children to better understand and regulate their emotions, in order to manage strong feelings and take ownership of their behaviour.

This policy supports the Early Years Foundation Stage curriculum, particularly the personal, social and emotional development prime area of learning, including self-regulation. Additionally, it will promote the Fundamental British Values of democracy, rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

This Behaviour Regulation Policy was based on guidance from B&H Local Authority and has included input from various members of staff, including the Centre Manager and SENCO. It will be implemented by the whole staff team and explained to all newcomers. Overall responsibility for behaviour regulation is held by the Services Manager, under the direction of the Centre Manager.

Emotion coaching

Staff will endeavour to use an emotion coaching framework when possible (following the steps outlined below) when dealing with challenging behaviour at Honeycroft.

Step 1	Recognise the child's feelings and empathise with them <i>"I understand that you're feeling angry because you really want to play with the fire truck"</i>
Step 2	Label the child's feelings and validate them <i>"It's okay to feel angry..."</i>
Step 3	Set limits on the behaviour <i>"...But it's not okay to snatch toys from your friend"</i>
Step 4	Problem-solve with the child <i>"I wonder what we could use to help us to take turns...how about the sand timer?"</i>

In line with an emotion coaching framework and this policy we will:

- 'Connect before re-direct' by applying emotional 'first aid' such as calming and soothing when necessary, before beginning the steps outlined above.
- Focus on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.
- Speak clearly and calmly, getting down to the child's level, in an age and developmental stage appropriate manner.
- Acknowledge and offer specific and descriptive verbal praise for positive behaviour as part of everyday practice such as sharing and showing kindness to others.
- Carefully consider the use of stickers, ensuring they are not given as routine everyday practice to avoid encouraging extrinsic motivation.
- Ensure children are aware of behavioural expectations at Honeycroft, framing these positively by asking for the behaviour we would like to see e.g. "kind hands/walking inside".
- Maintain predictable routines and use visual aids such as sand timers, the visual timetable and good looking/sitting/listening/playing/talking/turn-taking cards.

- Redirect children to another area/activity when necessary, such as the Magic Room which is often used to help children self-regulate.
- Prioritise and promote children's wellbeing and emotional regulation by undertaking yoga and mindfulness activities as part of our everyday practice.
- Proactively look for ways to support children's natural desire to play, explore and develop their ideas and interests, guided by the Characteristics of Effective Teaching and Learning.
- Acknowledge that rough and tumble play is a common and beneficial play type for children, which should not be assumed to be problematic or aggressive. Instead we will look for ways to facilitate this play, setting limits when necessary e.g. by ensuring it occurs in a safe space such as in the soft play area, that it is closely supervised and that 'rules' are created and agreed by all children in advance.
- Create an environment that minimises conflict by consistently providing a changing and stimulating play space with enough resources etc.
- Create behaviour plans in partnership with the nursery SENCO and parents/carers to support individual children when necessary.
- Actively encourage children to talk to us about any concerns they may have.
- Use reasonable physical intervention only if a child demonstrates behaviour that poses a danger to themselves or others. All incidences where physical intervention is used will be recorded in writing and parents/carers will be informed on the same day or as soon as is reasonably possible.

In line with an emotion coaching framework and this policy we will never:

- Use or threaten force or physical punishment such as smacking or shaking.
- Shout or raise voices in a threatening way.
- Subject children to humiliating or frightening treatment such as being sent out of the room or to a 'naughty corner' by themselves.

Children with special educational needs

Honeycroft understands that children with special educational needs may find some aspects of nursery life challenging. All children including those with special educational needs will be treated with respect, consideration and understanding. All staff will be aware of any individual behaviour plans in place which meet the needs of specific children. Honeycroft will work closely with parents/carers if there are concerns around a child's behaviour, in order to support the child and family. If necessary, information and support will be sought from other professionals and agencies such as the Brighton and Hove Inclusion Support Service, with consent of parents/carers.

Working in partnership with parents/carers

We will share our expectations of behaviour at Honeycroft with parents/carers by sharing this policy and through informal and formal discussions, such as at pick up time and at parent/carer conferences. We will be open, non-judgemental and consistent when discussing children's behaviour with parents/carers. We will provide support to parents/carers to manage children's challenging behaviour internally, such as through sharing resources and externally, by engaging outside agencies when appropriate.

We ask parents/carers to inform us of any relevant changes to their circumstances which may affect their child's behaviour such as a new baby, house move, bereavement, divorce, separation or hospitalisation. We would like parents/carers to actively support Honeycroft in promoting positive behaviour by acting as positive role models and re-enforcing the behavioural expectations at nursery at home.

Staff conduct

Developing emotionally supportive relationships with children and responding to challenging behaviour is the responsibility of all staff members. Staff should remain vigilant and be prepared to step in and support each other when necessary. Staff should strive to be reflective practitioners, using opportunities such as the weekly team meeting to reflect on practice and learn and grow together as a team.

If we have concerns about a child's behaviour we will:

- Bring it to the attention of the Services Manager.
- Discuss our concerns as a team at an appropriate time e.g. during the weekly team meeting.
- Discuss our concerns with parents/carers – ensuring this is away from the child/ren and others to ensure confidentiality.
- Decide what the next steps should be e.g. implementing an individual behaviour plan, accessing additional information and support from outside professionals and agencies if necessary.