

# Behaviour Support at Our Day Nursery



A positive and proactive approach to supporting children's behaviour within the Early Years

All children, tailored to their age and developmental stage

We know that young children are learning, growing and developing rapidly and a large part of their development is around learning how to manage big feelings



Anywhere! The approach is consistently embedded at all times

The approach is used proactively however more specific support or intervention may be used where there is a need for this

## Key elements

- 1 Positive and proactive**

Our approach to behaviour is proactive, focused on praise and positive reinforcement opposed to sanctions
- 2 Meets the children where they're at**

Our approach recognises the stage of development children are at and meets them at the appropriate level
- 3 Clear expectations and boundaries**

Practitioners hold high expectations and set boundaries to that children always know what to expect, creating a sense of safety and security

# General Behaviour Support strategies

Every room builds on the previous room's strategies, ensuring these remain at the core of our provision and adding on further layers as the children grow.

## Baby & transition rooms

- Acknowledge and validate emotions – verbally acknowledge how a child is feeling and make them feel seen/heard
- Build strong relationships – connect with each child in order to develop safe and secure bonds
- Promote attuned interactions – get down to the children's level, engage in Intensive Interaction
- Be a positive role model – model positive language and social interactions for babies to imitate
- Mutual regulation – adults maintaining their own emotions and remaining calm including neutral and open facial expression, body language and tone of voice

## Toddler room

- Label and validate emotions – name emotions so that the toddlers can begin to make a link between how their body is feeling and that emotion so that they learn to label themselves over time
- Provide further opportunities for social interactions and learning – incorporate small group activities and games as well as paired play supported by an adult
- Use positive language – frame instructions or requests positively, reminding the children what they can do rather than what they can't, for example rather than saying 'stop talking or it's time to be quiet' you could say 'we're using our listening ears now, let's all be quiet together'.
- Incorporate choices as often as possible – giving children chances to take control and have some autonomy
- Use positive reinforcement – give specific praise for desired behaviours in order to encourage these behaviours

## Preschool

- Label emotions and give strategies to manage those emotions – 'I can see that you're feeling really cross, shall we squeeze a cushion or stamp our feet'. 'I can see that you're really sad, would you like a cuddle or shall we find a teddy?'
- Encourage more self-regulation – directing children to spaces and activities where they can self-regulate, for example time in a calm corner with mindfulness resources
- Uphold clear boundaries – children to be aware of simple rules within the room that keep them safe, e.g kind hands, listening ears

## Sharing and turn taking

Our approach to sharing is based on developmental theory around readiness to learn and this suggests that 'sharing' is often a skill that children may not be ready to learn until around age three, and of course at this age it can still be a struggle. As such our focus is on 'turn taking' and we encourage this through modelling co-operative play, incorporating games and group activities where very short periods of 'waiting' are encouraged. Within preschool and toddler rooms we use visual sand timers where appropriate to support turn taking as well as verbal countdowns.

## Individual Behaviour Support Plans

Where it is recognised that our general proactive strategies aren't meeting an individual child's need, we work together with parents and carers to create a bespoke plan that is a better fit.

Our individual plans centre on:

- Parent/carer views

- Detailing any specialist involvement

- The child's identified strengths and needs

- Plan, do and review targets

These plans are reviewed collaboratively termly. Please an example below.

INDIVIDUAL SUPPORT PLAN for		DOB:
<b>Setting name</b> Our Day Nursery	<b>Manager/SENCo</b> Rosie Williams Hannah Ralph	<b>Start Date</b>
<b>Parent/carer views:</b>		
<b>Aspirations:</b>		

### Specialist Involvement

Speech and Language Therapy	
Occupational Therapy	
Community Paediatrics	
Health Visiting Service	
Portage	
Other	

**ASSESS****Strengths:**

-

**Identified needs:**

-

**Other notes:****SHORT TERM PLANNING**

IP number: 1

Start date:

End Date:

<b>PLAN:</b> Expected outcomes at setting:	<b>DO:</b> Interventions and support:	<b>Resources needed</b>	<b>REVIEW:</b> Impact of intervention and date to be reviewed
????? will be able to...	<i>The adult will...</i>		<i>(Date of next meeting)</i>
	-	-	
	-	-	
<b>Expected outcomes at home</b>			

<u>Actions for setting</u>	<u>Actions for home</u>
-	-

We have carefully constructed our approach to managing behaviour in line with our commitment to putting emotional regulation at the forefront of our ethos, as such we do not tolerate raised voices or shouting at Our Day Nursery.



**When our little people are overwhelmed by big emotions it is our job to share our calm, not join their chaos**

L.R. Knost