

# Behaviour management

Children at Footsteps are viewed as individuals who are developing social skills alongside other areas within a framework of their understanding of the world.

- ❖ The foundation of good discipline is based upon the good management of children and resources.
- ❖ Positive reinforcement of good behaviour will set the tone of strategies used by the staff. A range of strategies appropriate to the occasion and level of development are employed.
- ❖ The integrity of each child is to be respected at all times.
- ❖ Children's feelings will be taken into account as well as the feelings of adults working within the Centre.
- ❖ It is appropriate to support children in learning acceptable behaviours and acceptable strategies for working alongside each other.
- ❖ It is inappropriate within this context to view any behaviour as 'naughty' and the term is not used.
- ❖ On no account will any form of physical restraint be used unless as a last resort to prevent injury to themselves, another child/adult or equipment. Any such incident will be recorded and a physical restraint form completed and the parent must sign it at end of the day. No verbal form of humiliation or sarcasm will be permitted.
- ❖ Children will be encouraged to take as much responsibility for their own behaviour as they are able.
- ❖ We work with parents in partnership with regard to behaviour.
- ❖ We encourage time out should a child need time to reflect on their behaviour and work through their emotions.
- ❖ Self-esteem is a child's most precious resource and will seek to build it by helping children to feel loved and positive in their own ability.

As a parent or a member of staff with a concern of a child's behaviour, the following framework should be followed:

<b>Parents</b>	<b>Key Worker</b>	<b>Head of Room</b>	<b>Manager</b>	<b>Owners</b>
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When addressing behaviour concerns we will always;

- ✓ Seek information from parents/carers and discuss with them behaviour issues, strategies and actions to promote positive behaviour, as concerns arise.
- ✓ With parental advice, we will seek advice as necessary from other agencies, particular the Buckinghamshire Learning Trust.
- ✓ If a child's behaviour is persistently challenging and presents a significant and consistent risk to themselves or others, we may discuss with parents/carers the possibility of keeping the child at home for a short period. This will allow time for staff and parents/carers to make reasonable adjustments to manage the child's behaviour in accordance with the Equality Act 2010. We will consult the before taking this action. We will consider fully the views of the parents/carers and child on developing approaches and strategies to manage the child's behaviour and plan for the child's return to our setting.

Named Person for Behaviour Management is **Kelly Carter**.

### **Special Needs**

#### **Reference Information:**

This SEN ( Special Educational Needs) policy is written in response to the Code of Practise 2015 and disabled children and equality act 2010. Our nursery has regarded to this code and has written outlining our practises and procedures.

#### **Inclusion statement:**

Footsteps Day Nursery & Pre-School welcomes all children and families to our nursery.

We recognise that all children are to be valued and have individual needs, which must be met by a range of strategies, approaches and support in all areas.

#### **SEN Definition:**

Footsteps Day Nursery & Pre-School recognises a child has a Special Educational Need if he/she has a learning difficulty that calls for special educational provision to be made for them. Those with severe communication difficulties may present a significant challenge for the education, health and other professionals. We recognise the principle of seeking and taking account of the ascertainable views of the child is an important one.



### **Senco role:**

The SENCO (Special Educational Needs Co-ordinating Officer) **KATHY REYNOLDS** has a responsibility to;

- ❖ Understand and apply the graduated response system for identifying and assessing children's needs in line with the SEN Code of Practice 2015.
- ❖ Ensure the day to day operation of the settings SEN policy and co-ordinate provision for children with SEN, particularly through SEN support plan and Educational health plans.
- ❖ Manage our system of planning, implementing, monitoring and review short term and long term outcomes for children with special educational needs, always taking into account the views of the children as well as those of their parents/carers.

### **Valuing parents:**

Here at Footsteps Day Nursery and Pre-School we appreciate that all parents/carers have a vital role to play in supporting their child's education. We value your contributions and our continued success at working closely with parents/carers, if any concerns were to arise, with the opportunities to arrange interviews with parents/carers/key workers and SENCO where all concerns are dealt with sensitivity and confidentially parents will be able to see their own child's paper work we carry out with and kept in line with our confidentiality policy at all times.

### **Information gathering:**

It is with every child that entry records are completed with an introductory visit to meet the key worker and SENCO. Learning journals are also completed regularly observations for each child carried out every month.

### **Monitoring and recording:**

The SENCO will work in conjunction with the key worker when recording your child's progress according to the foundation stage profile where regular observations will take place if and when IEP's are written and review. All meetings with parents/carers and outside agencies are always recorded.

### **Liaising with EYS:**

It is very important that communication between the early years setting is available. This takes place through link groups, cluster groups, training but especially the passing on of child's records from one setting to the next.

### **Liaising with LEA:**

High quality support is available for the early education setting by attending training and cluster groups and conversing with the Inclusion Officer. It is then important for all information to be passed onto all the staff at Footsteps, this will be done in staff meetings or if it's an emergency an earlier meeting will be called.

### **Liaising with outside agencies:**

All involvement with outside agencies such as Speech and language therapists, occupational therapists and Educational psychologists is only with the parent's consent through the SENCO.

### **Considering the child's views:**

Although ascertaining the child's views may not always be easy it is important and invaluable to understand their likes/dislikes and experiences when making a professional decision. This can be achieved by observations through different activities what the child enjoyed, choices will be offered to the child in a visual and or verbal communication such as using puppets, pitchers and also by liaising with the parents. We watch the children's responses through play and listening to the child and parent.

### **Supporting colleagues:**

It is the responsibility of the SENCO to relay any information gained through training or at cluster groups to their colleagues and to advise them if any problems were to arise. All staff are made aware of who the SENCO is and to approach them with any concerns first.

### **Commitment to attending training:**

**Kathy Reynolds** has attended the initial training and is committed to keep up to date with any new training and all new information requests to colleagues through staff meetings along with addressing any issues arising amongst the staff. **Kathy Reynolds** also attends relevant EYFS and senco liaison groups. All staff have the opportunity to attend different aspects of the training to promote inclusive practise.

### **Role of other staff:**

It is the responsibility for everyone within the setting to meet the needs of each individual child in addition to that of the SENCO with support and confidentiality.

### **Role of the Manager:**

The manager works in partnership with the SENCO to enforce the SEN policy and to ensure it is put into day-to-day practice. The manager understands the needs of the SENCO and gives them the opportunity to keep their training up-to-date, to complete observations and IEP's and also to give the SENCO the chance to speak at staff meetings regarding relevant matters.

### **Support available within the setting:**

At Footsteps we provide ground level access, we have many outside areas and different sized furniture. Though we acknowledge that not all children with a disability have a special educational need we have regard for the Equality act 2010 and will make reasonable adjustments to include all children and their families, this can be enforced by putting in ramps wear necessary. Visual aids of the day to day routine is at a level that all children can see.

We will make reasonable adjustments to ensure that our setting is inclusive to all families.

### **Implications for the setting:**

We pride ourselves in understanding that each child has an individual need which may need to be met with the support of an individual member of staff or to be supported in a smaller group. Personal and/or medical arrangements may need to be met as will resources be provided for each child's individual need. Time is allocated for the SENCO to attend cluster groups and to talk to parents/carer/colleagues and supporting agencies.



**Complaints procedure:**

If a complaint cannot be resolved through the settings complaints policy Parent Partnership may be able to help on 01296 383754.

**We review and monitor the effectiveness of our policy on a regular basis and support this through carrying out appropriate audits in our setting.**