

Positive Behaviour Policy

Our Intent

To enable children to develop self-awareness, self-regulation and empathy for others in order to interact positively with adults and peers, display positive behaviour attributes and follow nursery routines and expectations.

Our Implementation

Promoting a positive culture of behaviour

The staff team have developed 5 key golden rules for our school. These form the basis of our expectations and rewards. They are simple, effective and meaningful to young children as they are based around 'giving a high five' for positive behaviour. These posters are displayed around nursery and form part of everyone's induction.



Promoting Positive Attitudes to Learning

School plays an important part in developing positive attitudes in young children, e.g. a sense of fairness, justice, honesty, truthfulness and care and respect for each other and for living things.

We influence the child's attitude to learning and so it is vitally important that the environment we offer encourages the child's whole development, i.e. cognitive, emotional, social and physical. We strive to create an atmosphere of mutual respect and empathy. We value the parents' expertise and knowledge and encourage their active involvement in their child's education.

This is done through:

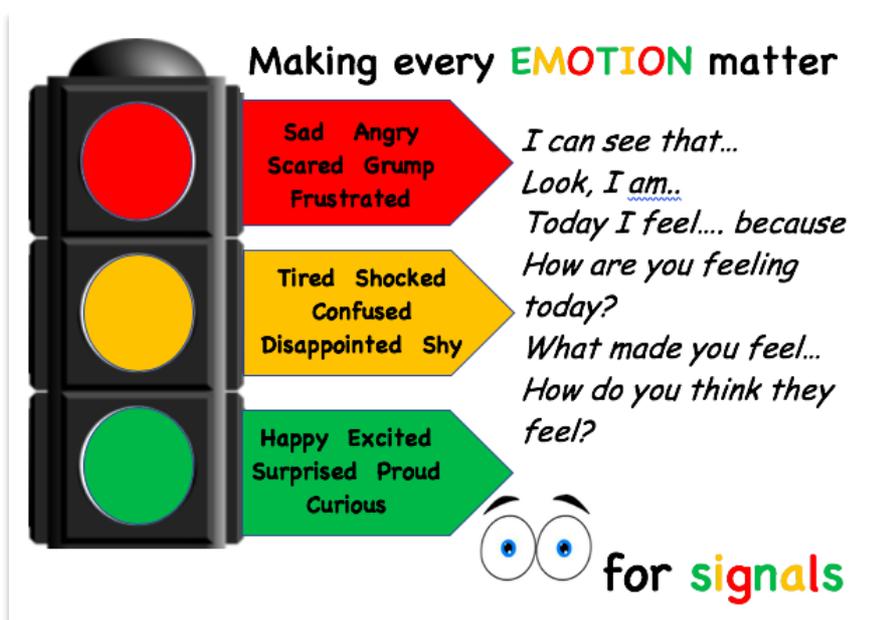
- Home visits,
- Parent engagement sessions in their various formats,
- 1000 stories shared at home project
- Marvellous Me parent sharing app,

The staff believe in a curriculum where children are encouraged to be independent, show self-discipline, co-operation, perseverance, respect for oneself and others, and therefore through these develop a positive self-image.

The core of our curriculum is that the learning arises from the needs and interests of the child, the children are then supported and their ideas extended by skilful adult interaction. We believe that the child should have time to tackle tasks that are the result of inner motivation and not always have to comply to demands made by adults. A child needs time to internalise new knowledge, a time to reflect and review old and new skills in order to feel confident in their acquisitions. Our Keeping Healthy, Keeping Safe Curriculum outlines line our explicit teaching of positive attitude and personal development.

Promoting self-regulation and self-awareness

In order for children to behaviour positively and socialise with others they need to be able to recognise their feelings and self-regulate them. It is vital that this is explicitly taught, therefore, as a team we recognise that 'every emotion matters' and practitioners through their daily interactions will draw children's attention to labelling their feelings and reasons for feeling them. Every practitioner will 'look for emotion signals' and comment when they see changes. The traffic light system also helps children understand difference between feeling and that red feelings can stop us learning, playing or being a good friend. There are environmental reminders throughout nursery for children, staff and parents.



Promoting Positive self-image

The daily routine provides us with the opportunity to build self-esteem. The children are given the opportunity to plan and organise their own day. We offer them the chance to take responsibility for themselves and the environment. We believe that through this responsibility and the success that the child feels in achieving is/her own goals, he/she will develop a positive self-image. Our Golden high 5 rules promote and reward these behaviours so that children hear consistent phrases and think of themselves as 'good at sharing', 'good at listening' etc.

Respecting and empathising for adults and peers

In the nursery we encourage children to be aware of the feelings and needs of others. As part of our daily routine children are asked to share their ideas with others and listen to other children's ideas. They learn to take turns, share resources and how to interact socially with other children. This is done through staff providing good role models and through explicitly talking about the feelings of children and their impact on others.

Early Conflict Resolution - how red feelings impact on others

When a problems arises there is a discussion about feelings: how a behaviour has affected others and about the ways in which we can tell what people might be feeling, e.g. if a child has been aggressive towards another child then the discussion is often initiated by considering how the other child might be feeling and how can we tell.

Staff also talk about their own feelings and explain that some types of behaviour they see makes them feel unhappy or sad (RED feelings) and some types of behaviour make them feel pleased and happy (GREEN feelings). We feel it is very important to focus on the positive and we therefore praise good behaviour frequently, at least 3 positives to 1 negative, and thereby develop the child's recognition of the appropriate behaviour. The children have to learn how to work and share with others and are helped to negotiate a positive outcome.

Promoting Parental Engagement

We believe it is very important to involve parents right from the start. We ask the parent to share his/her knowledge about their child and we keep the parents informed of their child's progress in school in relation to their personal, social and emotional development.

If we have any problems or concerns about a child we immediately share them with the parent and discuss the best approach to support the child. Similarly, when we are pleased by something a child has done or said we share this with the parent.

REWARDS

It is important that we focus first on the rewards rather than the sanctions, as it is the positive behaviour we wish to encourage.

Children demonstrating good behaviour are rewarded in a variety of ways: -

- 1) Immediate 'high five' feedback for one of the golden behaviours, adults may also comment on a particular characteristic of effective learning .
- 2) Recognition of their good behaviour in front of peers in family group.
- 4) Reward from staff in the form of a sticker.
- 5) Feedback to parents either face to face or via the Marvellous Me app.

SANCTIONS

If a child demonstrates unwanted behaviour this is dealt with in a variety of ways:

- 1) Through discussion with the child about the effect this behaviour has had on others.
- 2) By removing the child from the relevant situation and helping them become engaged else. No child should be sent away from an area on their own, they will require support to become engaged elsewhere.
- 3) By withholding the child's favoured activity for a period of time until an appropriate response is demonstrated. (This should be looked for and acknowledged as soon as possible so that appropriate positive feedback can be given to the child).
- 4) The Headteacher is informed to reinforce the disappointment/impact caused by the unwanted behaviour and to motivate that child's desire to offer appropriate behaviour.
- 5) Parents are informed of the situation and their support enlisted if appropriate.

Key workers are able to provide help for parents should they be struggling at home. This support can be given on different levels from universal to targeted.

Monitoring behaviour and reacting in a supportive and timely manner.

All children's well-being is monitored closely for changes in well-being or patterns of behaviour. If key workers become concerned they will discuss with other adults in nursery and an appropriately supportive plan be put in place. Children's communicative behaviour patterns can be monitored more closely through BCC (behaviour, communication, consequence) charts if appropriate. Parental support will be engaged and outside agency involvement if required.

SEN

All children on the SEN register that are identified as having particular behaviour difficulties would be supported by;

- an **Individual Education Plan**
- **All about Me fact sheet** which enables every adult in nursery to understand their behaviour
- **Supportive Hands plan** so that parents and adults are agreed on the physical supportive contact that will be used to enable their child's learning.

These strategies enable all adults to engage and communicate consistently with some of our most vulnerable children.

EAL

All children identified as having EAL will be given additional support to ensure they fully understand the language that supports the development of appropriate social skills and behaviour. Adults are overtly aware that they need to use consistent language (Golden High 5) and visual prompt such as a high five, big smile or a thumbs up.

BULLYING

By definition "bullying" is a wilful, conscious, desire to hurt, threaten, or frighten someone (Tattum and Herbert). Bullying can be physical or verbal. Name calling, teasing and taunting are emotionally bruising and can include both racial and sexual harassment. Other forms of bullying can include rude gestures, intimidation and extortion. Even children as young as three and four, states Tattum and Herbert, have learnt that aggressive behaviour can get them what they want. It is therefore important to ensure that the children are educated in a supportive and non-prejudiced environment. Any examples of bullying will be dealt with quickly to show that this behaviour is not acceptable and a positive example will be given or demonstrated.

All staff will be made aware of any incidents of bullying so that this may be monitored and the appropriate strategies applied. Where bullying is an immediate and "one off" incident or general incident e.g. using aggressive behaviour to get equipment, the child will be removed from the situation to ensure that it is recognised that this not acceptable and does not work and that he/she will not profit from this type of behaviour. In such a situation we would suggest that he/she ask for, or look for, equipment not being used, or ask to share equipment, rather than snatching or grabbing the item.

Where bullying is continuous and relates to one child specifically, reasons for bullying are to be identified and if possible a discussion with the children involved. Staff will then be informed of the relevant outcome so that improved behaviour can be praised. Root causes for behaviour will also be explored, starting with the family and home circumstances. We will always have safeguarding concerns that a child may be copying modelled behaviour or displaying a symptom of neglects/abuse. Support from other agencies may be sought in certain circumstances if the behaviour persists and if the child is unresponsive to the strategies employed, such as Early Help. The school will involve parents/carers in any plan to reduce inappropriate or bullying behaviour.

Updated October 2019 By A Finders

Next Review October 2021