Little Hayes and Speedwell Nursery Schools Federation and Early birds at Kingfisher

Positive Behaviour Policy

"Positive Relationships encourage Positive Behaviour"

RATIONALE

Key Values that inform our overall approach to promoting positive behaviour:-

Children learn how to behave. Our approach is grounded in a sound knowledge and understanding of child development and on realistic expectations of young children and the adult as a role model and a guide.

We are committed to working in partnership with parents/carers in order to have a holistic and consistent approach to supporting children's positive behaviour. We believe that a holistic approach between staff, parent and child is the most effective way of promoting positive behaviour and managing challenging behaviour. Parents/carers are encouraged to access support for encouraging positive behaviour and using effective behaviour management strategies in the home, should they wish to do so.

We believe strongly that **nurturing positive relationships leads to positive behaviour** and this is apparent in the ways we encourage children to develop these relationships through rich learning experiences. We encourage children to talk to adults about other people's behaviour that is upsetting them.   By listening to children, through their behaviour and through their own voice we aim to better understand this behaviour and value and act on any disclosures they may make.

Promoting positive behaviour is embedded in promoting children's personal, social and emotional development. In particular with promoting positive behaviour, we aim for children to develop in:

- Self-respect and self esteem
- Pro-social behaviour including consideration and empathy for others
- The ability to guide and manage their own behaviour by making more positive choices and social skills such as negotiation and problem solving.
- The ability to identify and articulate their emotions.

Our approach to behaviour is part of our early years curriculum and consistent with key principles in our work such as equal opportunities, inclusion and anti-discriminatory practice.

BROAD GUIDELINES

Our expectations for everyone's behaviour in the setting:-

- We treat each other with consideration and safety.
- We respect each other.
- We take care of our own and each other property
- We listen to each other and work together to solve problems.
- We take turns when there is not enough for everyone.
- We listen to and value each other's contribution, ideas and feelings.
- We treat each other equally regardless of race, gender, age, disability or sexual orientation.
- We work together to maintain a safe and effective learning environment.

Our strategies to guide children's behaviour and how we help children to behave within the boundaries that are set:

We will:

- Engage parents/carers in home visits and parents' meetings; valuing and using their knowledge of their child to work towards a consistent approach between home and the setting.

- Offer support to parents/carers with aspects of their child's development and behaviour as appropriate, or if requested.

- Work together as a team to provide a consistent approach that will aid children's understanding about what behaviour we expect.

- Ensure children are aware what behaviour we expect from them, setting a good example in our own behaviour but acknowledging that expectations of behaviour change in different contexts, for example home and school.

- Make it clear that certain behaviour is unacceptable but that ***it is the behaviour and not the child that which we are commenting on.***

- Set clear boundaries for children and remind them of these with a warning if they test them.

- Use every opportunity to acknowledge and praise positive behaviour and to share this with the child's parents/carers.

- Help children to understand their feelings by acknowledging them and helping them name them e.g. "I can see you feel angry."

- Encourage children to keep working at a problem, helping them when it is hard to 'do the right thing.'

- Have tools to encourage all children to manage their behaviour independently appropriate to their developmental stage, special educational needs and home language. We will use tools such as sand-timers, planning boards, key fobs with

instructional symbols, feelings symbols and having special areas that encourage the child to be calm and reflect.

- Involve children in the planning of activities to increase their sense of ownership and commitment; modelling consideration to others and encouraging children to pre-empt possible issues that may occur.

- Pre-empt situations where challenging behaviour may happen.

- Organise the environment so that it is easier for children to be patient or to take turns.

- Promote positive interactions by modelling pro-social behaviour and encouraging empathy, inclusion of others and turn-taking.

- Observe and reflect on children, activities and the environment to inform how we respond to situations and achieve more positive outcomes.

- Use the consequences of children's actions to help them learn.

- Intervene as a calm adult to stop children hurting each other or behaving in an unsafe way.

- Respect confidentiality e.g. if another child has bitten another child, both sets of parents/carers will be informed but without naming the other child involved to each parent/carer.

- Document any behaviour causing concern on an accident/incident form, share this with parents/carers and discuss with the Head teacher and Special Educational Needs Co-ordinator. If the behaviour persists then individual strategies will be devised in partnership with the child's parents/carers.

Ensuring appropriate behaviour of adults using the Centre

- Explicit ground rules conducting appropriate behaviour are discussed and negotiated with individuals attending Children Centre groups
- Racist incidents, bullying or violent behaviour is not tolerated and will be dealt with in accordance with La procedures. (see cross referencing links at the end of this policy)

SPECIFIC GUIDELINES

Conflict resolution strategy:-

An example of two children arguing over who is playing with a toy car will demonstrate these steps.

- Approach Calmly – put at same physical level and speak gently.
- Acknowledge Feelings – 'I can see that you are both upset' – remove any cause of conflict whilst the problem is dealt with. *Remove the toy car.*

- Gather Information – 'what's going on? What's happening?' *Who was playing with the car?*
- Restate the Problem. *Both of you want to play with the same car.*
- Ask the children for solutions and choose one together. *How can we sort this out? Could you use the sand timers to take it in turns to use the car? Would you like to play with a different car while you are waiting?*
- Offer follow up support. *If you have a turn with the car first, I will fetch the timer and you can have the timer while you wait.*

Physical punishment (for example hitting, smacking, biting, kicking etc) is never considered an appropriate way to manage children's behaviour at our setting. Neither is the making of threats, verbal intimidation, 'belittling' or ridiculing of others.

By giving children the opportunity to engage in activities that promote positive relationships and help their personal, social and emotional development they will become more independent in managing their own behaviour and in making positive choices.

Anti – bullying statement:-

As part of our behaviour policy we incorporate our anti-bullying statement. Bullying, as defined by the Bristol City Council's anti-bullying guidance, is deliberately hurtful behaviour which is repeated, often over a period of time and is difficult for those being bullied to stop.

We believe that bullying behaviour is another example of challenging behaviour. If this behaviour is addressed by adults at an early stage then they are less likely to become involved in negative behaviour as they grow and they will be able to foster respectful and positive relationships with others.

Every child, young person and adult has the right to feel safe in our setting and should report any behaviour that they consider unacceptable to a member of staff or the management team in the first instance and have the right to expect concerns to be taken seriously. If it is not resolved to their satisfaction, we have a clear complaints procedure which is accessible to all users of our setting. Confidentiality will be respected e.g. parents will be informed of incidents that affect their child, but without naming other children involved.

It is important to be aware that children under the age of 5 may be displaying behaviour which could indicate that they are being bullied or which looks like bullying behaviour, but this may not always be the case. There may be a change in their behaviour, an unwillingness to attend the setting or anxiety about being separated from their parents/carers. These indicators may indicate that they are being bullied or that they are displaying bullying behaviour but it may also communicate a need for attention, a frustration with spoken communication, a recent upset in their life or a potential child protection concern. As with all displays of challenging behaviour, we will aim to treat the behaviour as separate to the child

as a person in order to support a child's self-esteem and will look at the possible causes and triggers behind this behaviour.

Behaviour is what you do rather than who you are.

IMPLEMENTATION AND MONITORING OF THIS POLICY

The implementation of the strategies used to promote positive behaviour and manage challenging behaviour will be ensured and monitored through:

- Staff induction.

- The staff handbook.

- Observations of staff and documentation.

- Governors ensuring annual review.

- Staff training.

- Continual consultation and evaluation with parents.

LINKS TO OTHER KEY POLICIES/PROCEDURES

- Child protection and Safeguarding Policy. Sept 2018

- Inclusion Policy.

- Complaints Policy.

- Local Authority Physical Intervention Guidelines.

- Reporting and dealing with Racist incidents in schools

Updated: November 2011 by Nancy Robinson

Ratified by Governors: January 2012

Next Review: January 2013 (Term 3)

Updated March 2015

Updated April 2019