



Achieving Positive Behaviour Policy

Aim of the Policy

We aim to have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, and consider the welfare and well-being of others. We are committed to establishing a learning environment that promotes and motivates positive behaviour and relationships where children and adults treat each other with care and respect.

Children's behaviour is developmental and requires support, encouragement, teaching and modelling desired behaviours to help children begin to consider the views, feelings, needs and rights of others. Our curriculum underpins how we achieve positive behaviour alongside highly experienced staff who nurture and support children's well-being

Roles and Responsibilities.

All staff have a responsibility for the behaviour of all children in the school. Teachers, key workers, support staff and volunteers are expected to challenge undesirable behaviour by using the strategies within the policy.

Governing Board

It is the responsibility of the governing body to support the school in maintaining high standards of desired behaviour of children and staff. To ensure that there is no differential of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of the children, parents and staff are listened to and appropriately addressed.

The Governing Body in consultation with the Headteacher and staff will produce a written policy which outlines procedures and guidelines that all staff including students and volunteers should follow to manage children's behaviour. They will aim to review the policy yearly or in the event of a significant concern.

Headteacher

The Headteacher (Julie Heron) is responsible for the implementation and day to day management of the policy and procedures and is the named person in the school and concerns for behaviour should be reported to her.

It is the responsibility of the Headteacher that all staff, students and volunteers have a copy of the policy and procedures.

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All staff, including teachers, support staff and volunteers are responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures.

It is the responsibility of the Headteacher and Senior Leadership Team to ensure that all staff have training in behaviour management which supports the procedures set out in this policy.

Role of the Key Person

A key principle of our curriculum is to support children to become confident and independent. We do this by developing positive and respectful relationships with children and their families. In our nursery each child has a key person who has responsibility for their social, emotional and cognitive development. The key person is accessible and available as a point of contact for parents and one who builds relationships with the child and parents or carers.

As a key person the adult will foster close relationships with all the children in their small group. They will support children by getting to know them, tuning into their play and conversations and understanding their learning styles. Children will feel settled and happy and become more confident to explore resulting in capable learners. (National strategies 2008)

It is the responsibility of the teacher, key person and support staff to create a high quality learning environment which supports behaviour for learning appropriate to the children's development and level of understanding.

Adults in our nursery will:

- Respect and acknowledge children's emotions and their views.
- Understand child development in order to understand the child.
- Listen to children, and extend their emotional language
- Provide boundaries and consistency
- Promote skill development – problem solving.

Role of the SENDco / Inclusion Manager

Occasionally children display behaviour patterns that are outside the normal patterns of development. When this occurs the SENDco and or Inclusion Manager will work with the parents to identify outside professionals who can offer advice. Parents are informed through each stage of the process of involving other professionals to help in identifying and supporting their child's behaviour / SEND need.

We consider the needs of every child acknowledging some children may express their emotions through behaviours that are difficult to manage. We offer support through:

- 1:1 intervention for children who need support with social interactions or sharing.
- Small group interventions for sharing and turn taking.
- Small group interventions to help children identify and talk about their emotions.

Sometimes children may require reasonable adjustments to support them in self-regulating their behaviour or emotions such as chew toys; wobble cushions; sensory breaks; and physical activities. In such cases a child will have a personalised play plan and or access alternative routines.

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Role of Parents

We ask parents and carers to support our behaviour principles to provide consistency for their child by holding similar expectations and boundaries. If parents / carers have any concerns or questions about behaviour they are encouraged to speak to a member of staff.

We encourage appropriate behaviour in all interaction with the children and staff and show that good behaviour is valued.

We identify and deal with negative behaviour at the earliest opportunity. Behaviours we have agreed are unacceptable in our school are:

- Bullying
- Harassment
- Name calling
- Violent
- Selfish
- Racist

We deal with such behaviours through:

- Challenge undesirable behaviours. (use positive behaviour strategies)
- Support parents in developing positive behaviour strategies.
- Discuss specific incidents as a whole staff team to develop an agreed behaviour plan that all staff adhere to.
- Report and document any racist incident/ bullying to governors and local authority.

Procedures

We organise the indoor and outdoor learning environment to promote a positive impact on behaviour in terms of space, access and choice of activities:

- Resources are stored to promote independence.
- Quantity of resources satisfies children's needs at any given time.
- Adults support children's learning appropriately.
- Enough space is provided in each learning area to allow access.
- Lay out is created to support effective learning and support positive behaviour.
- Curriculum supports and scaffolds learning through planning, observation, assessment and evaluation.
- We establish clear routines appropriate to the children's age and stage of development.

Strategies we use

We establish clear expectations and boundaries for behaviour appropriate to the children's level of understanding and stage of development. We take a positive and consistent approach to managing behaviour. Positive behaviour strategies we use are:

- We use praise specifically related to the child's actions or behaviours.
- We support children's self-esteem by enabling them to be successful in play experiences through scaffolding, modelling and promoting resilience to keep trying.
- If appropriate we refocus the child's attention on another activity, alternative resources, modelling good learning behaviours.
- We focus on activities and routines to encourage sharing, negotiation and co-operation.

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- We encourage responsibility in caring for others and the environment (helping with tidying/ watering plants/ setting out activities/ handing out drinks, snacks etc, special helper and looking after equipment).
- Our curriculum ensures that children are taught about positive behaviours as part of a broad and balanced curriculum. Teaching activities are age appropriate and about relevant issues across the strands of the EYFS.
- We model appropriate behaviours in different contexts, how to be safe, using good manners, kind and caring relationships.
- Each group are consulted to establish rules for behaviour specific to their key group and this is displayed and the children are encouraged to use the rules.
- We involve parents in establishing rules for appropriate behaviour.
- We demonstrate that the child is still valued even if their behaviour is unacceptable by talking about the behaviour and why we do not like it.
- We help children to understand the consequences and effects of their behaviour on others.
- We encourage children to express their feelings/ likes and dislikes.
- We support the children to resolve conflicts with other children.

We do not use any form of physical intervention unless it is necessary to prevent a child from causing harm to themselves, others or serious damage to property. Before intervening, where practicable, the adult should:

- tell the child to stop, with a warning of what will happen if they do not; withdraw other children from the situation;
- using distraction techniques and re-direct the child's attention;
- make the environment as safe as possible to avoid a child causing injury to themselves or a member of staff.
- Any event of this nature must be reported to the Headteacher who will report the incident to the parents on the same day.

We work with parents and communicate strategies for positive behaviour:

- At initial home visit when the children start nursery.
- Report any incidents as and when they happen.
- Praise desired behaviour daily at end of session.
- Parent review interviews.
- Children end of year report.
- Family nurture sessions.

Child on Child Abuse

Sometimes young children may be harmful to one another in a number of ways that could be classed as child on child abuse. It is important to consider what abusive behaviour looks like for very young children and what the appropriate support and intervention can be put in place to reduce further risk of harm.

Rough and tumble play

Young children often engage in play that have aggressive themes such as super hero and weapons games such as super hero and weapon play. Some children appear pre-occupied with these games, but their behaviour is not necessarily to be hurtful or to bully it can be inconsiderate and may need addressing using the strategies listed in this policy.

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We recognise that teasing and rough and tumble play are normal for young children, and acceptable within limits. We regard these kinds of play as pro social and not as problematic or aggressive.

We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable boundaries to ensure children are not hurt. It can offer us the opportunity to explore concepts of right and wrong making the most of teaching moments to encourage empathy and conflict resolution.

Children under three years

Children under three often behave in inconsiderate ways that require adults to support this developmental age with appropriate strategies that differ from those for older children.

Behaviours that are common with children in this age range are, tantrums, biting, fighting, snatching, unable to share. We recognise that at this stage children are not able to regulate their own emotions, often have emerging language and are unable to express themselves or have difficulty processing information in the way the adult or peer is presenting it.

Our way of responding to children who are experiencing difficulties is to remain calm and patient, offer comfort and simple explanations at their level, helping them to find a solution.

Biting can often occur because children are frustrated and not able to communicate this emotion or it can be a sensory need. In the event of a biting incident we follow our incident reporting procedure:

- The Parents will be informed immediately via telephone of the incident.
- Key Person will complete an incident form detailing what has happened and how children have reacted. Parents are expected to sign.
- Staff and parents to identify triggers for biting.
- A risk assessment may be required if the biting behaviour continues.

Record Keeping

Day to day incidents need not be recorded. However, in some circumstances it may be necessary to record incidents.

- Behaviour incident forms particularly for incidents of biting.
- Details of an event where physical intervention has been used

Complaints – *please compliments, comments and complaints procedure.*

Links to Other Policies

Health and safety
SEND & Inclusion Policy
Equality, Diversity and Community Cohesion Policy
Teaching and Learning Policy
Curriculum Policy
Child Protection Policy
PREVENT Action plan
Positive Handling Policy

Reference to OFSTED Standard 11

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