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| <p>Caverstede Early Years Centre</p> <p><b>Positive Behaviour Policy</b></p> <p>Statutory policy</p> <p>To be reviewed every two years</p> |                         |
| <b>Last Reviewed: 2016</b>   | <b>Review Due: 2018</b> |

All staff take responsibility for ensuring that the school is a safe environment for both the children and adults in which the positive behaviour policy can operate successfully.

## Principles

- To promote positive behaviour, helping children's social development and emotional wellbeing.
- To ensure that all children feel safe and secure in the nursery school.
- For all staff to have consistent expectations and approaches to children's behaviour.
- To enable staff to support children to behave appropriately.
- To help children develop an awareness of our expectations and know/learn how to behave appropriately.
- For parents to know there is a consistent and fair approach.
- To help children become confident individuals who have appropriate self-respect and who are able to establish effective relationships with their peers and with adults.

## Principles into practice

### A strong network of relationships

We work consistently to ensure that each child has a strong relationship with their key person. In turn the key person can help the child develop a wider network of relationships with other children and the wider staff team. Warm, caring, emotionally-attuned relationships set a very positive climate for children's social and emotional development and help to promote self discipline and positive behaviour. Exclusion is not part of our school policy.

### Key people will:

- Work closely with the child's parent/carers
- Work closely with each key child, starting with the home visit and settling-in procedure, to help each child feel safe, secure, valued and feel that someone knows about them as a unique child.
- Be aware of and seek out children who don't approach them.
- Relate positively to each key child every day.
- Make time to listen to and take an interest in each child every day.
- Make sure children treat living things, property and their environment with care and concern.

### All staff (including volunteers and students) will:

- use positive strategies for handling any conflict by helping children find solutions in a way which is appropriate to the children's ages and stages of development for example distraction, discussion or by withdrawing the child from the situation
- Strive to be "emotionally attuned" to children, valuing and accepting their emotions and feelings e.g. "I can see you're sad about that, shall I help you for a moment" rather than "don't cry, you're a big girl now".
- Praise good behaviour
- Praise good efforts
- Show disapproval of the behaviour, *not* the child e.g. "That was a rude thing to do" **not** "You rude child".
- Model how to deal with and sort out difficult situations
- Show empathy towards children and each other e.g. "I understand you feel..... but ..... " ... "Are you feeling?"
- Encourage children to show respect for cultures and beliefs different from their own.
- Recognise that codes for interacting with other people vary between cultures and require staff to be aware of – and respect – those used by members of the Centre

## How Staff Deal with Conflict

Experiencing and managing conflict is an important part of growing up and early education. Our aim is to help children to learn the skills they need to manage conflicts, through guidance and modelling. We help them to see what was wrong and how to cope more appropriately.

- Encourage children to be assertive and to say/sign “no” clearly, say “I don’t like that”, etc. Where a child appropriately asserts “no” and the other child responds, it is not usually necessary for an adult to get involved.
- Think developmentally: if a child is at an early stage of development, then sharing resources will be very challenging. Ways to support include making sure that we have enough resources for everyone; setting up experiences for 2 or 3 children, to avoid large groups crowding round; model language/approaches like “me next”; “can I have a turn”; “you can have it next, when I’ve finished”.
- Model sharing and learning. Show children that we actively listen to the ideas, needs and wants of others. Show simple approaches to sharing like “I’ll do one, you do the next.” Support and promote open-ended experiences that promote collaboration, e.g. block play.

If a conflict needs adult intervention to be resolved, our approach is:

- Listen to both children.
- Encourage children to say how they feel (“it hurt” ... “I’m sad” etc)
- Ask the children how they could solve the problem and try to find a solution based on their ideas. If necessary, impose a solution and explain why.
- If a child has hurt another, ask them to find a way to help the other child feel better. This could involve comforting the other child, agreeing to be friends or saying sorry but avoiding a situation where a child expresses a grudging “sorry”.
- Staff should model empathy e.g. I’m sorry that happened to you but for most children saying ‘sorry’ will not be appropriate due to their level of development.
- If a child has been hurt or is distressed, then initially focus attention on that child. Deal with the behaviour of the other child next.
- State the behaviour you would like to see i.e. ‘Sonya feel’s happy when you share the bike with her’. If necessary, state a clear boundary. “Remember, no hitting in nursery.”
- If necessary move one child away from the other’s play.
- It is important to spend time settling the children back into positive play – don’t deal with an incident and walk away too soon.
- Where possible, notice positive behaviour shortly afterwards and praise it. “I can see you are playing nicely now, that’s good to see you sharing.”

At Caverstede Early Years Centre we:

- Do not use physical punishment, such as smacking or shaking. Children are never threatened with these.
- Do not shout or raise our voices in a threatening way to respond to children’s behaviour
- Avoid creating situations in which children receive adult attention only in return for undesirable behaviour
- Do not use techniques intended to single out and humiliate individual children.
- Only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. (Logged in physical intervention log and stored in the Assistant SENCO’s locked filing cabinet).
- Never exclude a child from nursery

Some children will need individual support with contributions from a range of professionals; this may involve a child having an Individual Behaviour Plan. The classroom SENCO and/or Assistant SENCO will play a key role in supporting these strategies. Some children who are at the early stages of learning English can be supported by staff with Bilingual skills.

## Involving parents

It is important to involve parents because:

- They know their own children best. They may be able to help us to understand why their child is finding a particular situation difficult, and help us to manage it.

- Parents need a clear picture of how their child is managing in nursery. It is important to talk to parents about difficulties their child might have, but be clear that the reason is to share information, and not because we want them to tell their child off again, or because we are blaming them. We work in partnership with the children's parents. Parents are regularly informed about their children's learning and well being by their key person. Staff work with parents to address recurring unacceptable behaviour, using objective observation records to help us to understand the cause, and to decide jointly how to respond appropriately
- An outreach service is available supporting children, families, and pre-school settings within Peterborough by our SEN and Family Services team.

## **Keeping children safe**

It is a core responsibility of the nursery school to ensure that children are safe and secure. If a child is found to have an inappropriate item on them, or brings it into the nursery, it will be confiscated.

Challenging behaviour and difficulties with social situations are an ordinary part of child development – our job is to help children work some of these problems through in a supportive atmosphere, where there are clear boundaries, so that they develop positive attitudes to each other and to learning.

## **Bullying**

We take bullying very seriously. We listen carefully to parents and work together to promote positive behaviour. We listen to children. All children have a key person who role model positive behaviour, a clear consistent response is essential.

If a child bullies another child or children:

- We intervene to stop the child harming the other child or children
- We give reassurance to the child or children who have been bullied
- We explain to the child doing the bullying why her/his behaviour is inappropriate
- We make sure that children who bully receive praise when they display acceptable behaviour
- We do not label children who bully
- When children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour
- When children have been bullied we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving
- We record incidences of bullying (Bullying Log stored in the Assistant SENCO's locked filing cabinet).
- In cases of serious misbehaviour, such as prejudice related abuse (log stored in the Head of Centre's locked filing cabinet), we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame

## **Professional Development**

- Staff are kept up to date with legislation and research and thinking on handling children's behaviour. We familiarise new staff and volunteers with the setting expectations and its rules for behaviour
- The Lead Professional and Head of Centre will seek advice and guidance on appropriate training from the LA as required

We are an inclusive school and we will work positively with every child and every family.

The Lead Behaviour Professional at Caverstede Early Years Centre is Katherine Pope, Assistant SENCO

## **Refer to**

DFE "The use of force to control or restrain pupils

Implementing the Disability D.A. in Schools/Early Years Settings

S.E.A.D.

Statutory Framework EYFS – Managing Behaviour [3.52]