

## Positive Behaviour Policy

### ROLES

We adopt a preventative, pro-active and positive approach to behaviour and discipline issues, through implementing a culture which promotes good behaviour. This policy outlines our approaches when dealing with incidents, however the scripts used are a guide as these will need adapting to the child's own level of communication and language.

#### Our Ultimate Aim: -

- **TO ENABLE EACH CHILD TO BECOME A CARING AND RESPONSIBLE MEMBER OF SOCIETY, EXHIBITING AGE-APPROPRIATE LEVELS OF ACCEPTABLE BEHAVIOUR AND ATTITUDES.**

#### General Aims: -

- To help each child to form good relationships with peers and adults.
- To nurture self-esteem, self-confidence and self discipline.
- To develop a sense of caring and responsibility towards self, peers, adults and the world about us, reinforcing the positive qualities of friendship, good manners, tolerance of diversity along with racial and social equality within a caring and considerate community.
- To identify vulnerable children and intervene successfully.

#### Objectives

- The children and adults regularly discuss how we can make nursery a pleasant, positive place in which to work and play. We have drawn up three simple rules which are displayed around the nursery and these are referred to when talking to children about behaviour expectations.
- Group / Circle Time plays a part in reinforcing acceptable / desirable behaviour. We use a variety of materials including SEAL, and Jenny Mosley Circle Time.

#### PIP and RIP

Praise in Public  
Reprimand in Private

We believe the children should hear positivity within their environment and any negative issues can be dealt with to the individuals involved.

## ROLES

### Children's Role

To learn our three golden rules

We are always....

READY

KIND

SAFE

### Staff Role

- To know pupils as individuals i.e. who they are, family circumstances, previous experiences etc.
- To act as a role model for the children by being polite, caring and respectful at all times.
- To create and sustain a positive, supportive and secure environment.
- To encourage and praise appropriate behaviour and attitudes.
- To deal with inappropriate behaviour and attitudes immediately, in particular preventing all forms of targeting behaviours (unkindness or ignoring) which could lead to future bullying behaviours.
- To apply 'rules' consistently
- To communicate consistent expectations from day one.
- To set up the 'classroom' to encourage positive social interaction.
- To actively discourage aggressive play and activities.
- To offer help to the family when requested e.g. some tips for home, Early Help / Single Assessment.

### Parents / Carers Role

We see the role of parents / carers in contributing to our stated aims as essential. We work with them in partnership to develop a mutual understanding and consistent approach to tackling behaviour issues in a positive way.

### When things go right

Our children are praised for following the rules within the setting, we share this good news with parents during informal times at the beginning and ending of the sessions.

We look for children who go above and beyond in our setting e.g. hanging someone else's coat up because they have noticed it on the floor. We celebrate these moments in group times.

## **When an incident occurs between 2 or more children**

### **ALWAYS**

1. Deal with it immediately.
2. Respond calmly but assertively (do not over react).
3. Listen to the children, using open questions e.g. Where were you? What were you doing? Then what happened? Etc.
4. Explain why behaviour or attitudes are not acceptable referring to the relevant rule (ready, kind, safe).
5. Ensure children involved are helped to overcome differences in opinion.
6. Make sure both parties learn from the experience, “next time ask for the toy don’t snatch it” “next time you could say STOP IT I DON’T LIKE IT”.
7. Use restorative justice model – What would you like to happen next? Give options (Would you like them to say sorry, give you a hug or play somewhere else?) This allows the child to take back some control and stops them feeling like a victim. Make sure the other child understands why this has been decided, due to their behaviour not that they are ‘bad’. The adult dealing with the situation needs to decide which options to give the child or in particularly severe cases e.g. a child has deliberately set out to hurt another child, the choice needs to be taken out of their hands and the adult deal with it.
8. Use verbal and / or body language e.g. hugs, nursing etc. to reassure both parties when appropriate. (Children are often frightened by their loss of control) Repair and rebuild.
9. Ensure the Key Person for all involved know of the incident and will subsequently talk through with the parents / carers. Offer ‘Top Tips’
10. Share concerns regarding any child at whole staff meeting so a consistent approach is maintained.

### **If a child is playing in an unsafe or unacceptable way**

If a child is playing unsafely or not using kind hands or words in an area, usual sanctions are as follows:

- a. Member of staff goes down to the child's level and quietly explains why s/he should stop this behaviour. Give the child space and time to make the right choice, don't stand over them. If the child then adapts their play make sure you go back after a few minutes to praise their behaviour – be specific "I am really pleased that you are playing with kind hands, well done...".
- b. If the undesirable behaviour carries on, the member of staff goes down to the child's level and explains because they didn't follow the instruction, they will need to play somewhere else. If the child, then plays somewhere else then go back to them after a few minutes to praise their choice and good behaviour – be specific.
- c. If child continues to play in the area or goes and plays in the same undesirable way somewhere else, then they are asked to sit alongside Key Worker for a maximum of 3 minutes. (Distraction and diversion). Do not keep talking about the incident as the child needs to have some time to calm and settle before they are ready to learn.  
Once the child has completed their time out, talk to them about where they are going to play and reinforce the 3 behaviour rules. Don't go back over their negative behaviour at this point.  
After a few minutes make sure to go back and reinforce the positive behaviours.
- d. If incidents continue over different sessions these will need to be logged to look for a pattern and the child may need a reasonable alternative for the provision, this may be a behaviour plan

### **DFE Reasonable Force July 2013**

In rare circumstances an adult may need to control a situation where a child is no longer in control of their emotions. This could be by blocking a child's way, leading them by the arm or restraining them. Examples of when these strategies may be used include when a child:

- is at risk of hurting others or themselves
- is not safe e.g. refuses to follow instructions or tries to run to out of room/area
- disrupts the learning of others and refuses to respond

These actions may be different when working with a child who has SEND or a physical disability but details of this would be in the individual child's plan.

### **CONCLUSION**

"If we have been encouraged and praised and have been given some opportunities to experience personal and social success we are more likely to perceive ourselves as capable, likeable and worthwhile people; in other words, we will have sound self-esteem. An adult or child with sound self-esteem will be confident in their ability to eventually succeed, will welcome and enjoy new learning experiences and will be able to relate well to other people."

Mosley, J (1993)  
Turn Your School Around