

Positive Behaviour Policy

Grosvenor Nursery School and Day Care provides an environment that is safe and stimulating for the children in our care. In order to ensure that this is so, we need to have in place a behaviour policy with set procedures which will ensure a calm, secure and happy environment for all. Our whole-school approach is to provide structured routines, where there is a balance of teaching and learning, care and consideration, within nurturing surroundings.

Aims:

- To ensure that our behaviour policy is supported and followed by the whole school community – children, staff, parents/carers, and governors - based on a sense of caring and shared values.
- To reinforce positive behaviour by providing a range of consistent strategies and rewards and to encompass the importance of nurture for the development of self-esteem.
- Through our Early Years Foundation Stage (EYFS) provision we will model and teach good behaviour and emotional self-regulation. In turn this will develop awareness of the boundaries set in our Nursery School and Day Care Centre and of behavioural expectations.
- To resolve problems in a caring, supportive and sympathetic manner as they occur, with the expectation of achieving an improvement in future behavior and ability to self-regulate emotions.

By the time they leave Nursery School, our children will:

- Develop positive relationships with adults and children.
- Begin to play cooperatively with others, sharing and taking turns.
- Begin to understand and accept the needs of others and be sensitive to others' feelings.
- Be tolerant of others and begin to understand that they may have different ideas.
- Become aware of the boundaries set and of the behavioural expectations within the setting.
- Know that some behaviours are not acceptable and begin to understand why.
- Begin to adapt behaviour to different events, situations and changes to routine.
- Learn to tolerate delay when needs are not immediately met and understand that wishes may not always be met.
- Understand that their own actions affect other people.
- Become aware that some actions can hurt or harm others.
- Begin to be able to negotiate and solve problems without aggression.

Our staff will:

- Demonstrate and role model concern and respect for others, living things and the environment.
- Help reduce incidents of frustration and conflict by establishing routines and an understanding of boundaries.
- Provide explanations in order to help children to understand what is right and wrong.
- Help children to understand their rights to be kept safe by others, and encourage them to talk about ways to avoid harming or hurting others.

- Share the boundaries and expectations of our setting with parents and carers, in order to maintain a joint approach.
- Ensure that children have opportunities to identify and discuss boundaries, so that they understand why the boundaries are there.
- Be alert to injustices and let children see that injustices are addressed and resolved.
- Involve children in identifying issues and finding solutions.

Planning and Resourcing

Staff will:

- Develop positive attitudes and behaviours through their teaching.
- Encourage children to empathise and to think about issues from the viewpoint of others.
- Plan developmentally appropriate opportunities for children to learn the strategies and skills to understand their emotions and manage conflict with others.
- Provide adequate and stimulating resources to reduce conflict, both indoors and outdoors.
- Affirm and praise positive behaviour.
- Set, explain and maintain clear, reasonable and consistent limits that are appropriate to the child's stage of development
- Share policies and practice with parents to create consistency between home and setting and ensure an accurate two-way exchange of information.
- Collaborate with children, where appropriate, in creating explicit rules for the care of the environment.
- Have agreed procedures, which identify the most appropriate response to changes in children's behaviour.
- Make time to listen to children respectfully when they raise injustices and involve them in finding the best solution.
- Re-visit behaviour issues within teaching sessions, using strategies such as Persona Dolls, to support children to problem-solve and develop strategies to support their understanding of conflict situations.

Strategies for Behaviour Management

In our Nursery School and Day Care Centre the majority of children behave well. There are, however, occasions when individual children exhibit behaviour that is unacceptable. All staff should follow the agreed procedures as below:

1. Ensure that children are closely supervised at all times, in order to anticipate and pre-empt potential conflicts/issues/undesirable or dangerous behaviours.
2. Use re-direction or distraction to engage children in alternative activities/experiences and positive behaviour.
3. Act swiftly in order to intervene if necessary.
4. In an emergency situation, where they are too far away from the child to intervene promptly, call the child's name followed by the word "Stop!"
5. Position themselves in close proximity and at the child's level.
6. Use a calm tone, without shouting.
7. Ensure that any injured/upset child is safe and being reassured, by another member of staff where possible.
8. Keep instructions and explanations short and simple, using as few words as possible e.g. "No biting"
9. Use a non-judgemental, 'emotion-coaching' approach as appropriate. (I can see you are upset/angry....I wonder if you are angry because....).

10. In a way that is appropriate for the child's understanding, discuss the consequences of his or her actions and reinforce desirable behaviour.
11. Let children see that injustices are addressed and resolved.
12. Find opportunities to praise the child for demonstrating positive behaviours as quickly as possible following an incident.
13. The use of restraint should not normally be used. However, particularly in the case of children with SEND, it may on occasion be necessary to restrain a child for his/her own safety, or for the safety of others; this would only be resorted to in an emergency situation.

Where developmentally appropriate, children will be supported to resolve conflicts themselves. Staff will observe and may ask other children to offer suggestions as to how they can resolve the problem.

For some children it might be necessary to:

Explain the consequence should the behaviour re-occur within a certain timescale.

Implement:

A 'time away' strategy –

Ask the child to play in a different area for a period of time to de-escalate the situation and provide distraction.

A 'time in' strategy –

Identify a member of staff for the child to work alongside for a period of time to support them to calm down and manage their behaviour.

A 'time out' strategy –

Remove the child from the situation and place in a 'time out' area – for some of the older children a sand timer will be used to demonstrate length of time.

Staff are knowledgeable about each child's emotional needs and stage of development and should consider the best strategy for an individual child. Where these strategies are used, a senior member of staff should be made aware.

If unacceptable behaviour continues on a regular basis or due to a child's individual developmental needs, further support for his or her behaviour may be required.

- The child's key worker should first discuss the unacceptable behaviour with the SENCO; following this, the parents should be invited in to discuss it the behaviour with the key worker (the SENCO may also be involved in the discussion if this is deemed appropriate).
- We may use a 'STAR' (Setting, Trigger, Action, Response) approach to identify any patterns in children's behaviour.
- If necessary, an individual behaviour plan may be agreed, with clear strategies and targets to support the child's behaviour set and progress should be reviewed regularly.

Grosvenor Nursery School and Day Care Centre June 2023

To be reviewed June 2025