Alumwell Nursery and Rowley View Nursery Schools Federation

Positive Behaviour Policy

Our vision is to develop happy, confident and secure learners in a safe and stimulating environment where all children thrive through working in partnership with parents and our local community.

This policy adheres to Equality Duty Legislation published in May 2014

Alumwell Nursery School and Rowley View Nursery School's Positive Behaviour Policy

At Alumwell Nursery School and Rowley View Nursery School we offer part-time and full-time high-quality early years education for two to four year olds. We offer a broad and rich curriculum based on the needs of the children. The children learn, develop and explore together supported by a team of well-qualified staff.

We recognise and value what each child brings to the setting and work closely with parents/carers and the local community. Through our teaching and visual aids, we represent all families in society.

We aim for our children to become happy, secure, confident, independent, and self-motivated learners.

Children are encouraged to take increasing responsibility for themselves. They are given reasons for our routines, and they are helped to develop an understanding of the reasons for these such as washing hands and helping to tidy up. Consistent routines support children in feeling safe and secure. Visual aids are used to support children's understanding of routines and transitions.

We have high expectations of children's behaviour and support them at every stage of their development. We know that children's behaviour is a form of communication and when they display undesirable behaviours, they are trying to tell us that they are finding something difficult or they are unhappy.

We explicitly talk about our Golden Rules of being kind, helpful, looking after our nursery and listening to each other. We use the Smile Programme which teaches and supports their wellbeing and Emotional development. When children are spotted showing such positive behaviours, they are praised and rewarded to enforce their actions and to support other children in their personal development.

We also use positive behaviour prompts of Good Listening, Good Looking, Good Sitting and Good Waiting. We use the Makaton sign and symbol to help children develop positive learning behaviours.

We use the five-finger rule; for every one behaviour reminder we make 4 positive comments. This helps children to build their self-esteem and confidence. The child is not labelled for their behaviour.

If children are dysregulated, staff step in to emotion coach the child to help them to name their feelings, understand how the situation has made them feel that way and how together, we can find a solution. This helps the child recover and find ways to manage their emotions next time.

Staff have been trained in emotion coaching techniques and know the 3-stage process.

Children are assessed early in the school year on their well-being and involvement using the Leuven scale. This helps to identify children who need further support by setting targets and making changes to the environment.

There are many reasons why children may be continually displaying negative behaviours such as attachment trauma, adverse childhood experience, radicalisation or special educational need. In these cases, external and professional advice is sought and recommendations implemented. A risk assessment will also be put in place. In some cases, if the child is highly distressed, the parent will be called to

intervene if is thought the child will respond better to their parent than a member of staff. Safeguarding the child is always paramount. Staff are aware of the signs and symptoms through their training of what to look out for and how to respond to concerns following our child protection policy. The DSL will always be informed of such concerns.

At each stage, parents are involved to help support children in the setting. They are informed of concerns and together we discuss strategies to implement. If parents request further support for strategies to use at home, we can sign post them to courses run by the health visiting team. We have also run courses in school by the health visiting team. Our Parent Support Advisor has access to information books and leaflets to share with parents and offer general advice.

Behaviour we wish to encourage

- Kindness/ Kind hands
- Friendship
- Helpfulness to others
- Sharing and turn taking
- Politeness
- Respect for self, others and the environment
- Co-operation
- Negotiation through conflict resolution
- Concentration, organisation and perseverance
- Moving safely around the setting
- Making a positive contribution to the school community
- SMILE Vocabulary
    - Self-talk and Positivity
    - Manners
    - Individual Assertiveness
    - Language of co-operation
    - Expressing emotions of self and others
- Self Assertiveness
    - To say 'No' and early consent

Strategies to encourage good behaviour:

- Adults – staff and parents, acting as good role models.
- Praising good behaviour and stating clearly what it is that is socially acceptable behaviour.
- Giving specific feedback for positive actions.
- Planning an environment that promotes pro-social behaviour by ensuring that space is well organised and that there are sufficient, high -quality resources.
- Staff deployment: ensuring that there are sufficient staff to support child-initiated play and help resolve disputes successfully.
- Ensuring that expectations are in line with their age and stage of development.
- Working with parents to support positive behaviour in school and at home. This may include workshops, health visitor advice, support from parent support advisor and signpost to Understanding Your Child.
- Promoting and directly teaching good behaviour through circle time stories, role play, social stories, puppet play.
- Encouraging kindness and empathy through healthy relationships.
- Challenge stereotypes and promote a respectful and inclusive environment that is non-judgemental.

- SMILE vocabulary promoted throughout the school so children have language structures to manage situations.
- Encourage self-regulation by adults co-regulating. "Children acquire the ability to self-regulate by first being regulated. Children learn how to regulate their emotions through co-regulation. The better we can soothe them when they are agitated, or support them when they are low, the better they absorb how to do this for themselves", Stuart Shanker
- Having space and time in the calming corner in school to regulate feelings.
- Use de-escalation techniques as taught in training- approach calmly, use a calm low voice, get down to their level (if safe to do so), use Emotion Coaching techniques.
- Ensure children have opportunity to restore relationships after an incident using the principles of restorative practice.
- Staff use the three stages of restorative practice after an incident and the child has calmed:
- When you....., I feel....., I need you to..... Is that ok? (We never say to a child you have made me feel sad or angry).

Strategies to manage negative behaviour

- Pointing out and praising good behaviour
- Ignoring negative behaviour as long as it is safe to do so.
- Including safety, well-being and positive behaviour teaching within the curriculum.
- Explain the consequences of actions and the reasons for boundaries.
- Unacceptable behaviour that could cause harm to themselves and others e.g. damaging property or hurting another child may mean positive handling strategies are deployed and parents will be informed. Ways to prevent future occurrences will be discussed and implemented. The antecedent for the incident will be reflected on. See training notes in appendix.
- Use of calming corner and feelings resources to help a child regulate.
- A child who is emotionally dysregulated needs an adult to co-regulate and so they should never be out in time out.
- Continued unkind behaviour will indicate the child needs additional support to manage their feelings and their behaviour – this may be because they have additional special educational needs, early-stage language acquisition, or have suffered trauma or adverse childhood experiences.

In the unlikely event that physical restraint needs to be used, for example, to remove a child from a situation, staff who have received positive handling/ Team Teach training will intervene. The Headteacher will be informed and will assist if necessary. If any other member of staff needs to use positive handling immediately e.g. for a child's own safety, the Headteacher must always be informed. Positive handling should only be used as a last resort and for safety reasons as outlined in our use of force policy. These interventions need to be recorded in a physical restraint book kept in the headteacher's room parents need to be informed and asked to sign these recordings. An incident form will be completed and reported to parents for a signature and then sent off to Local Authority Health and Safety team.

Guidance for supporting self-regulation is displayed around school as reminders:

Soothe to help bring the child back to a calm state
Empathise- validate the child's emotions, even if their actions or behaviour are not desirable
Listen-try your best to tune in and understand what may be going on for the child

Find solutions together if possible
Reflect- Model thinking about what you think was going on and why
Explain at an appropriate time (which may be later) to reinforce expectations and why these are important what the child could do next time
Grow child's awareness of responding to stressors.

To support children in a moment of conflict with each other:

Step 1 Approach Calmly
Step 2 Acknowledge feelings of all involved
Step 3 Gather Information
Step 5 Ask for ideas for solutions and choose one together
Step 6 Give follow up support

We remind ourselves that children when dysregulated, need an adult to co-regulate and to support in the moment using Emotion Coaching techniques. We call this Time In. The adult needs to be calm themselves and to see the moment as an opportunity to support a child's development and help them to learn, rather than to punish a child. A child may be separated from their peers to help support them to calm and reflect, e.g sit in a quiet area. A trusted, tuned-in adult will always be with the child, offering gentle support, until the child returns to their normal activities. No child will be separated from their peers as punishment.

Please see training notes on positive handling in appendix

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Signed Date
(Chair of Governors)