



POSITIVE BEHAVIOUR POLICY

We believe that all children, including those with behavioural difficulties, have the right to a broad, balanced and purposeful early year's curriculum.

The role of the Room Leader includes:

- Support staff in the delivery of this policy.
- Support staff to identify children's behavioural difficulties.
- Support staff with planning approaches to working with and supporting children with behavioural difficulties.
- Support staff in making sure that parents/carers are fully involved with the planning for their child.
- Update parents/carers with their child's progress.
- Support staff in making sure that children's progress is regularly reviewed.
- To stay up to date with legislation on promoting positive behaviour.

Hannah Petheram, Nursery Manager is required to stay up to date with legislation, research and thinking on promoting positive behaviour and ensuring all staff have relevant in-service training. Hannah attends relevant training to support her in this role.

We require all staff, volunteers and students to provide a positive role model of behaviour by treating children, parents and one another with friendliness, care and courtesy. We expect all members of our setting – children, parents, staff, volunteers and students to adhere to this.

We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.

Our aim is to:

- Ensure a happy, caring and secure environment for children, parents/carers, staff and visitors.
- Ensure that everyone in our setting, their opinions and their talents are respected and valued.
- Emphasise and encourage positive behaviour from everyone in the setting, this includes adults as well as children.
- Identify when a child is demonstrating unacceptable behaviour and put appropriate sanctions into place.



- Identify children's behavioural difficulties using a variety of observations, assessments and monitoring procedures, according to the child's needs. Assessments and identification of behavioural difficulties will be done by the appropriate member(s) of staff, parents/carers will be involved with and informed of each assessment.
- Work together with parents/carers to support the children in managing their difficulties, deciding on appropriate strategies according to each child's needs.
- Differentiate, adapt and accommodate our curriculum, activities and materials, when necessary, to ensure the inclusion of children with behavioural difficulties, any adaptations will be made according to the needs of the child.
- Ensure that our strategies for each child with behavioural difficulties are appropriate, closely monitoring their progress to make sure that they remain appropriate and relevant.
- Acknowledge when we cannot meet the child's needs at Ryhope Early Days and discuss with their parents/carers the request for support from outside professionals.
- Acknowledge when we continue to be unable to meet the child's needs and discuss, with everyone involved, a request to the LA for a statutory assessment of the child.

At Ryhope Early Days Nursery, we believe in promoting and encouraging positive behaviour. We have rewards systems in place focused on praise and the distribution of stickers. Each of these reward systems have been put in place to develop each individual child's personal, social and emotional skills. Children will develop their self-esteem, become proud of their efforts and achievements and become encouraged and determined to repeat their rewarded positive behaviour. Parents/carers will be informed of their child's positive behaviour at the end of their session at nursery. We are always aware of working in partnerships with parents/carers to promote positive behaviour at home.

Ryhope Early Days Nursery require all staff, volunteers and students to use positive strategies for handling any inconsiderate or hurtful behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgment of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.

Strategies

- For pre-verbal children calm them by holding and cuddling. Verbal children will also respond to cuddling to calm them down but there should always be an explanation and discussion of the incident on a level appropriate for their individual understanding.



- Help young children learn to empathise with others, understanding that they have hurt feelings too.
- Calm children who become angry.
- Focus on the behaviour and the consequence of actions rather than personal blame.
- Use positive language.
- Give the child reflection time to consider their actions but then talk to them about what they did and why it was inconsiderate.

We **do not** use techniques intended to single out and humiliate individual children.

We **do not** shout or raise our voices in a threatening way to respond to a child's inconsiderate behaviour.

At the end of the child's session at nursery, parents/carers will be informed of their child's behaviour and the strategy implemented. A member of staff will record incidents of extreme unacceptable behaviours such as hitting, kicking, discriminative comments and biting on a behaviour log; which are then kept within the child's confidential file. Nursery staff are fully aware that all forms of physical punishment are unacceptable.

Some of our children may not respond to the strategies put in place due to a Special Educational Need (SEN) or a behavioural difficulty. Therefore, staff will liaise with parents, carers and possibly relevant agencies that are involved with the child, to find different strategies for discouraging negative behaviour. If a child displays continuous unacceptable behaviour at nursery, an Individual Education Plan (IEP) will be put in place to support that child, with the support of parents, the child's key person and the SENCO.

Children who are referred to the setting by their Health Visitor for the 2-year-old Pathfinder scheme may require an IEP if they have been referred for behaviour concerns.

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful play or bullying, although it may be inconsiderate at times and may need addressing using the strategies above.

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



- We will develop strategies to contain play that are agreed with the children and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violent dramatic strategies, blowing up, shooting etc. and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.