

**Little Hayes and Speedwell Nursery Schools Federation and Early birds at Kingfisher**

**Positive Behaviour Policy**

**“Positive Relationships encourage Positive Behaviour”**

**Temporary measures applied in response to Covid-19 (pg 6)**

**RATIONALE**

**Key Values that inform our overall approach to promoting positive behaviour:-**

Children learn how to behave. Our approach is grounded in a sound knowledge and understanding of child development and on realistic expectations of young children and the adult as a role model and a guide.

We are committed to working in partnership with parents/carers in order to have a holistic and consistent approach to supporting children’s positive behaviour. We believe that a holistic approach between staff, parent and child is the most effective way of promoting positive behaviour and managing challenging behaviour. Parents/carers are encouraged to access support for encouraging positive behaviour and using effective behaviour management strategies in the home, should they wish to do so.

We believe strongly that ***nurturing positive relationships leads to positive behaviour*** and this is apparent in the ways we encourage children to develop these relationships through rich learning experiences. We encourage children to talk to adults about other people’s behaviour that is upsetting them. By listening to children, through their behaviour and through their own voice we aim to better understand this behaviour and value and act on any disclosures they may make.

Promoting positive behaviour is embedded in promoting children’s personal, social and emotional development. In particular with promoting positive behaviour, we aim for children to develop in:

- Self-respect and self esteem
- Pro-social behaviour including consideration and empathy for others
- The ability to guide and manage their own behaviour by making more positive choices and social skills such as negotiation and problem solving.
- The ability to identify and articulate their emotions.

Our approach to behaviour is part of our early years curriculum and consistent with key principles in our work such as equal opportunities, inclusion and anti-discriminatory practice.

## **BROAD GUIDELINES**

### **Our expectations for everyone's behaviour in the setting:-**

- We treat each other with consideration and safety.
- We respect each other.
- We take care of our own and each other property
- We listen to each other and work together to solve problems.
- We take turns when there is not enough for everyone.
- We listen to and value each other's contribution, ideas and feelings.
- We treat each other equally regardless of race, gender, age, disability or sexual orientation.
- We work together to maintain a safe and effective learning environment.

### **Our strategies to guide children's behaviour and how we help children to behave within the boundaries that are set:**

#### **We will:**

- Engage parents/carers in home visits and parents' meetings; valuing and using their knowledge of their child to work towards a consistent approach between home and the setting.
- Offer support to parents/carers with aspects of their child's development and behaviour as appropriate, or if requested.
- Work together as a team to provide a consistent approach that will aid children's understanding about what behaviour we expect.
- Ensure children are aware what behaviour we expect from them, setting a good example in our own behaviour but acknowledging that expectations of behaviour change in different contexts, for example home and school.
- Make it clear that certain behaviour is unacceptable but that ***it is the behaviour and not the child that which we are commenting on.***
- Set clear boundaries for children and remind them of these with a warning if they test them.
- Use every opportunity to acknowledge and praise positive behaviour and to share this with the child's parents/carers.
- Help children to understand their feelings by acknowledging them and helping them name them e.g. "I can see you feel angry."
- Encourage children to keep working at a problem, helping them when it is hard to 'do the right thing.'
- Have tools to encourage all children to manage their behaviour independently appropriate to their developmental stage, special educational needs and home

language. We will use tools such as sand-timers, planning boards, key fobs with instructional symbols, feelings symbols and having special areas that encourage the child to be calm and reflect.

- Involve children in the planning of activities to increase their sense of ownership and commitment; modelling consideration to others and encouraging children to pre-empt possible issues that may occur.
- Pre-empt situations where challenging behaviour may happen.
- Organise the environment so that it is easier for children to be patient or to take turns.
- Promote positive interactions by modelling pro-social behaviour and encouraging empathy, inclusion of others and turn-taking.
- Observe and reflect on children, activities and the environment to inform how we respond to situations and achieve more positive outcomes.
- Use the consequences of children's actions to help them learn.
- Intervene as a calm adult to stop children hurting each other or behaving in an unsafe way.
- Respect confidentiality e.g. if another child has bitten another child, both sets of parents/carers will be informed but without naming the other child involved to each parent/carer.
- Document any behaviour causing concern on an accident/incident form, share this with parents/carers and discuss with the Head teacher and Special Educational Needs Co-ordinator. If the behaviour persists then individual strategies will be devised in partnership with the child's parents/carers.

### **Ensuring appropriate behaviour of adults using the Centre**

- Explicit ground rules conducting appropriate behaviour are discussed and negotiated with individuals attending Children Centre groups
- Racist incidents, bullying or violent behaviour is not tolerated and will be dealt with in accordance with La procedures. (see cross referencing links at the end of this policy)

### **SPECIFIC GUIDELINES**

#### **Conflict resolution strategy:-**

*An example of two children arguing over who is playing with a toy car will demonstrate these steps.*

- Approach Calmly – put at same physical level and speak gently.

- Acknowledge Feelings – ‘I can see that you are both upset’ – remove any cause of conflict whilst the problem is dealt with. *Remove the toy car.*
- Gather Information – ‘what’s going on? What’s happening?’ *Who was playing with the car?*
- Restate the Problem. *Both of you want to play with the same car.*
- Ask the children for solutions and choose one together. *How can we sort this out? Could you use the sand timers to take it in turns to use the car? Would you like to play with a different car while you are waiting?*
- Offer follow up support. *If you have a turn with the car first, I will fetch the timer and you can have the timer while you wait.*

Physical punishment (for example hitting, smacking, biting, kicking etc) is never considered an appropriate way to manage children’s behaviour at our setting. Neither is the making of threats, verbal intimidation, ‘belittling’ or ridiculing of others.

**By giving children the opportunity to engage in activities that promote positive relationships and help their personal, social and emotional development they will become more independent in managing their own behaviour and in making positive choices.**

**Anti – bullying statement:-**

As part of our behaviour policy we incorporate our anti-bullying statement. Bullying, as defined by the Bristol City Council’s anti-bullying guidance, is deliberately hurtful behaviour which is repeated, often over a period of time and is difficult for those being bullied to stop.

We believe that bullying behaviour is another example of challenging behaviour. If this behaviour is addressed by adults at an early stage then they are less likely to become involved in negative behaviour as they grow and they will be able to foster respectful and positive relationships with others.

*Every child, young person and adult has the right to feel safe* in our setting and should report any behaviour that they consider unacceptable to a member of staff or the management team in the first instance and have the right to expect concerns to be taken seriously. If it is not resolved to their satisfaction, we have a clear complaints procedure which is accessible to all users of our setting. Confidentiality will be respected e.g. parents will be informed of incidents that affect their child, but without naming other children involved.

It is important to be aware that children under the age of 5 may be displaying behaviour which could indicate that they are being bullied or which looks like bullying behaviour, but this may not always be the case. There may be a change in their behaviour, an unwillingness to attend the setting or anxiety about being separated from their parents/carers. These indicators may indicate that they are being bullied or that they are displaying bullying behaviour but it may also

communicate a need for attention, a frustration with spoken communication, a recent upset in their life or a potential child protection concern. As with all displays of challenging behaviour, we will aim to treat the behaviour as separate to the child as a person in order to support a child's self-esteem and will look at the possible causes and triggers behind this behaviour.

***Behaviour is what you do rather than who you are.***

## **IMPLEMENTATION AND MONITORING OF THIS POLICY**

The implementation of the strategies used to promote positive behaviour and manage challenging behaviour will be ensured and monitored through:

- Staff induction.
- The staff handbook.
- Observations of staff and documentation.
- Governors ensuring annual review.
- Staff training.
- Continual consultation and evaluation with parents.

## **LINKS TO OTHER KEY POLICIES/PROCEDURES**

- Child protection and Safeguarding Policy. Sept 2018
- Inclusion Policy.
- Complaints Policy.
- Local Authority Physical Intervention Guidelines.
- Reporting and dealing with Racist incidents in schools

Updated: November 2011 by Nancy Robinson

Ratified by Governors: January 2012

Next Review: January 2013 (Term 3)

Updated March 2015

Updated April 201

## **Behaviour Policy guidelines in response to Covid-19, June 2020**

In response to the Covid-19 crisis some necessary additions have been made to our behaviour policy in line with government guidelines. We ask that these are strictly followed in order to protect children, parents, staff and the wider community.

### **We expect everyone to:**

- Not come into the setting if you or any member of your household has any of the recognised symptoms of COVID-19 until a test has been carried out and the result given.
  - Persistent new cough
  - High temperature
  - Loss of sense of smell or taste
- Observe the 2 metre social distancing advice at the Nursery but also in your personal lives.
- Respect signage and marker tape around the setting.
- Follow the 'catch it, bin it, kill it' approach to coughs and sneezes, using tissues and throwing them away after each use in a lidded bin.
- Wash or sanitize hands on entry and exit throughout the day.
- Not spit, sneeze or cough at or towards any other person.

### **Our expectations of parents/carers in the setting:-**

#### **We ask you to please:**

- Not bring your child to nursery if you or any member of your household has any of the recognised symptoms of COVID-19.
- Travel to nursery on foot or cycle, if possible.
- Keep to the set arrival and collection times for your child's bubble group.
- Inform the office by telephone if you expect to arrive outside of this time so a new time slot can be given.
- Wait 2 metres apart outside the front door.
- Not to enter the building beyond the front desk.
- Hand your children over to a member of staff at the front door.
- Use Tapestry, email or telephone if you wish to discuss anything with us.
- Avoid touching any of the gate latches or door bells as much as possible.
- Refrain from touching any surfaces if you can.
- Ensure your child wears a set of clean clothes every day.
- Ensure your child brings a clean set of clothes to change into during the day.
- Send in enough nappies and wipes for your child every day if needed.
- Not send any toys, comforters or other resources into Nursery with your child.
- Provide your child with a water bottle which can remain in school.
- Provide a packed lunch each day and a piece of fruit for snack time.

## **We will support children to behave safely by:**

- Supporting them with hand washing at the very least
  - At the start of the day
  - Before and after snack time
  - Before and after lunchtime
  - Before they go home
  - After using the bathroom
- Supervising and allowing only one bubble of children to use the bathroom at the same time. Each bubble will have their one allocated bathroom space. If children need to use the bathroom at other times staff will ensure that only other children from their bubble are in the bathroom.
- Supporting them whenever possible to use a tissue to sneeze and cough into 'catch it, bin it, kill it' and then dispose of all tissues in lidded bins. If this is not possible they must sneeze or cough into the crook of their arm.
- Encouraging them to not to touch their mouth, nose and eyes throughout the day.
- Helping them to always remain within their bubble and not mix with any others outside their bubble.
- Staying in the outdoor play space that their bubble is using and not going outside of the set area.
- Teaching them the importance of not touching any items that are not theirs e.g other children's water bottles, lunch boxes, coats etc.
- Supporting them to only eat their own lunch and snack.
- Encouraging children to tell an adult if they feel unwell or have any of any of the recognised symptoms of COVID-19.

## **Staff will...**

- Adhere to the 2m social distancing guidelines when moving around the building and working with colleagues outside of their bubble.
- Work with the staff in their bubble team and observe the 2m social distance with staff in other bubbles and the setting.
- Use the usual PPE (personal protective equipment) such as aprons and gloves throughout the day as they would normally do.
- Respect out-of-bounds areas such as small rooms/offices.
- Keep children in their bubble, with the same children and staff all day and every day that they attend as much as is possible (taking staffing availability into consideration).
- Notify parents/carers of any behavioural difficulties such as a child trying to leave their bubble. This may result in the parent being asked to collect their child.
- Use the outdoor space as much as is possible so that we can enjoy some forest school activities, large art activities, exercise and free play times.
- Support children to transition into the setting after a long period of absence.

- Avoid close physical contact with children such as by lifting, carrying, holding their hand.
- Do their utmost to help every child attending to settle, feel nurtured and comforted.
- Be understanding and supportive recognising that staying at home for a prolonged period and the change of routine may have caused difficulties for some children, such as changes in behaviour or mood.
- Give particular care in planning for children with SEND to return to the nursery through parent-staff planning via telephone or Zoom.
- Closely support children with SEND ensuring they stay within their bubbles and are kept safe.
- Use Tapestry as a daily communication tool to inform parents of any school related information, learning activities, behavioural reports or any accident logs to be signed.
- Check Tapestry each working day and always help with parent concerns or questions relating to a child's behaviour or development.
- Carry out telephone conversations or Zoom meetings in place of home visits, face-to-face meetings, IEP reviews, parent's evenings, transition meetings.
- Only allow children in the same bubble to share play equipment and resources.
- Clean play equipment and resources after each use with disinfectant.
- Only rotate equipment after cleaning has taken place.
- Ensure that all children only drink from their drinking bottle which will be kept in school for daily cleaning. All water bottles will have children's names and photographs on.
- Keep children within their bubble group at lunchtimes and support them with eating in their classroom space.