

Promoting Positive Behaviour Policy

Our Ethos

At Coin Street, we believe that every member of our community is entitled to feel safe, respected and equal. We understand behaviour as a form of communication and as an area of learning that must be modelled, practised and planned for. Practitioners build warm, responsive relationships and use co-regulation to help children recognise feelings, recover from stress and gradually develop self-regulation. We value each child's individual personality, needs, abilities, understanding and stage of development, and we support all users of our centre to behave safely and respectfully.

Background to this policy

This policy was developed during a number of staff meetings and staff inset day. It was discussed at the parent's forum and then we consulted the children of Coin Street Nursery. It is a working document which is reviewed regularly to ensure it meets the needs of our current users.

Aims

All users of the centre will:

- Be caring and respectful to one another
- Be confident and resilient
- Feel able to challenge appropriately and give praise willingly
- Be able to take turns and share
- Leave us ready for the next part of their educational journey
- Have the ability to reach their full potential
- Be able to build positive relationships
- Be curious and independent learners
- Make safe and healthy choices

Expectations

All staff will ensure that

- The environment is clean and safe

- Routines are clear and structured
- We meet the needs of ALL our users
- Expectations are clear
- Appropriate behaviour is rewarded
- Low-level behaviour that is not unsafe may be supported through calm redirection, reduced attention to the behaviour and immediate, specific praise when the child returns to safe and appropriate behaviour. Planned ignoring will never be used where a child is distressed, seeking help, at risk of harm or adversely affecting another child.
- Partnership with parents and carers is central to what we do

Coin Street has a restorative approach to unwanted behaviour.

Behaviour leadership and oversight: The named person responsible for promoting positive behaviour and coordinating behaviour support is the Deputy Head of Early Years. They will advise practitioners on concerns; work with the SENCo where additional or specialist support may be required; keep practice, legislation and relevant research under review; coordinate updates to this policy and related procedures; seek external advice where appropriate; and ensure that staff receive suitable training, with attendance recorded.

The following behaviour will be praised and encouraged by all staff and parents and it is acknowledged that this is not an exhaustive list.

Explorers 6 months –2 years appropriate behaviour is adult led at this age	Investigators 2 years – 3 years appropriate behaviour is adult supported at this age	Discovers 3 years –5 years independent appropriate behaviour at this age
Being responsive to what is happening around them	Giving eye contact to key people in their life	Good listening to adults and friends
Copying friends and adult's actions	Playing alongside friends and adults	Sharing resources fairly
Shown how to respect resources by adults	Beginning to respect resources	Respect resources
Follow simple adult led instructions such as 'stop'	Encouraged to follow instruction jointly with an adult	Follow an instruction
Adult acknowledges child's feeling by naming them 'your sad'	Adult role models conflict resolution Begin to name feelings	Resolve conflict Expresses how they feel
Role play with the adult modelling	Adult role models praise	Gives praise to friends Is a positive role model

Process and strategies

The following process and strategies will be used consistently with all children:

- Positive praise which names the appropriate behaviour
- All staff being consistent
- Makaton/BSL signs to reinforce verbal language
- Planned behavioural learning such as circle times etc
- Clear 'stop' signal used when a child is unsafe
- Facial expressions which match the verbal language used
- Non-confrontational body language
- Get down to the child's level and give them your full attention
- Name the emotions that children express, and staff feel

The following process and strategies will be used for unwanted low-level behaviour.

- 'Stop' signal used with adult naming what the child should be doing
 - All staff being consistent
 - 'Planned Ignoring' of low level unwanted behaviour
 - 'When and Then' used for example, 'when you stop_____ then you can_____'
 - Reward the return of appropriate behaviour with praise
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The following process and strategies will be used for hurting behaviour.

- Stop signal naming unwanted behaviour such as 'stop biting'
- Child who is hurt given all the attention (please see appendix)
- Adult says 'sorry you got hurt'
- Parent informed
- SENCo Informed

The following process and strategies will be used for **CONSISTANT** hurting behaviour.

- Discuss situation with SENCo
- Meeting with the parent to discuss the situation
- Baton approach used (please see appendix)
- Stop signal naming unwanted behaviour such as 'stop biting'
- Child who is hurt given all the attention (please see appendix)
- Adult says 'sorry you got hurt'
- ABC sheet filled in (please see appendix)
- Use scenario as a learning opportunity at a circle time without using names

Adult will not:

- *Begin a conversation with the child about their behaviour whilst they are displaying the behaviour.* (Short stop and naming of the behaviour is sufficient) A child can often confuse the attention they receive at this time as positive attention and it is important that the child only receives attention when they are doing the right thing.
- *Physically handle a child who is showing inappropriate behaviour.* Other children should be moved away from the child. The only exception to this is if any child is in IMMEDIATE DANGER.
- *Show a loss of control for example by shouting.* Children should never be scared, upset etc by a response from an adult.
- *Use sarcasm.* Children do not understand this, and it can be confusing and lead to mixed signals.
- Respond in a calm, predictable and emotionally regulated way. Adults may name feelings honestly and appropriately, but they must not shame the child, make the child responsible for an adult's emotions or use an emotional reaction as a consequence. Once the child is settled, the adult can help them understand the effect of the behaviour on others.

Appendix

How to Deal with Hurting Behaviour

Biting- a fact sheet

ABC Behaviour Chart

Calm Time

Rough Handling Guidance

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>20 Feb 2019</i>	<i>Jane Christofi</i>	<i>September 2027</i>