**Promoting Positive Behaviour Policy**

*(For the purposes of this policy, please note that when referring to ‘School’, this also includes all organisations that use GBNS’s faciltities.)*

Gill Blowers Nursery School recognises that children need a safe and secure environment in order to thrive. We also recognise the needs of families as a whole and that these may be complex and diverse, requiring a flexible, reflective and non-judgemental response. Our role is to guide children towards positive behaviour and away from negative behaviour, in a sensitive way that supports the child and their family.

The school recognises that embedding positive attitudes towards learning is a key aspect of attainment, and that in order for teaching and learning to be successful, boundaries and expectations of behaviour need to be clear.

The aims of this policy include:

* to provide positive boundaries within which pupils, parents and staff exist
* to provide positive role models for pupils to aspire to
* to be consistent, firm and reliable
* to use a range of age-appropriate strategies to support pupils for whom positive behaviour is difficult
* to seek advice where necessary from a range of agencies
* to be sympathetic and supportive of the whole child’s needs
* to judge the behaviour, but never the child
* to be supportive of families’ needs, providing multi-agency support where required

We believe that children need to be able to manage their own behaviour through self- management, rather than through the constant input and direction of others. Therefore, we must support them in developing the skills, knowledge and attitudes to become autonomous in making good judgements and choices in relation to others.

The school staff provide an open partnership with parents through home visiting, regular consultation, and an ‘open door’ ethos. The partnership is based on honesty, trust, time to listen, reliability and, most importantly, non-judgemental attitudes, and this allows issues to be discussed as they arise.

Children’s Emotional Needs

Behaviour is a form of communication which almost always involves another person and the responses of adults have a huge impact on how situations develop. It must be recognised that while the behaviour is inappropriate, the emotions and feelings behind it are acceptable – children have the right to feel angry, threatened, confused or worried. The role of the adult is to let children know that they are valued and cared for. It is important for the adult to remain calm in order to effectively support the child to manage their own behavior. Children need our support at this time, to enable them to communicate their feelings in an acceptable way, for example by naming emotions: “I can see you are feeling angry …How can I help you?”

Behaviour issues should always be reflected upon to determine the causes of the problem. At times they could be due to a physical need not being met and staff should use their knowledge to support the child’s physical well being**.**

The Environment

At our school, practitioners use the **Golden Rules** to create and maintain positive boundaries. The rules and their need to exist in order for everyone in the setting to feel safe and respected are discussed with the children. Rules are displayed prominently in the class areas. The rules are:

* We are kind
* Please walk
* Please listen
* Look after our nursery
* Small voices

What we want children to learn is to have consideration for others and their environment.

The school works towards this by:

* Using parachute activities, circle times and focused activities to help teach positive behavior.
* Opportunities will be provided throughout the day for children to listen and be listened to in groups of varying sizes, and alone.
* There will be opportunities throughout the day for sustained independent play and clearly planned adult-directed activities. Children will have the opportunity to become deeply engrossed in activities that interest and motivate them.
* Adults will be able to ask for help from colleagues since all staff are responsible for all the children, not just keyworkers.

Staff will need to:

* Watch incidents clearly before they intervene.
* Use specific praise as a matter of course.
* Use a range of interactions including extension, encouragement and distraction.
* Support the child/ren affected by the behaviour.
* Talk to the child/ren about the effect of their behaviour/actions.

Challenging Behaviour

Sometimes a child’s behaviour is very challenging and does not respond to the usual strategies for boundary-setting. Such behavior is still a form of communication, and practitioners need to seek advice and support to develop appropriate strategies to support the child.

Adults are facilitators and should support a resolution while remaining clear, supportive and non-judgemental.

Staff will not insist that a child says ‘Sorry’, since this does not involve a real intention to make amends.

Thinking Time

When emotions are running high, children (and adults) are unable to resolve situations, and need to calm down first. **Thinking Time** is a short time away from other children and activities monitored by an adult who can provide the space and calm to enable the child to come to terms with the situation. When the child is calm s/he needs to know:

* That such behavior will always be stopped
* Why it is unacceptable to behave in such a way
* That the child is still wanted and valued
* That adult help will be available to help the child avoid such behavior in the future
* That if the behaviour resulted from strong feelings of anger or frustration, there is nothing wrong with the feelings themselves, only the way they were expressed.

Children who have lost control, e.g. by swearing or throwing things, are demonstrating they are feeling any of a range of painful emotions – they may be scared, hurt, confused, angry, anxious. The role of the adult is to confirm these feelings – ‘I understand you’re feeling …..’ – and to support them until they have calmed down.

Persistent Behavioural Difficulties

Persistent problems can point to emotional difficulties or a special educational need. A daily record is kept for children who are a cause for concern, and observations made by team leaders to see if triggers can be identified. The records are reviewed by the SENCO (SEN Co-ordinator) on the appropriate site, who will observe the child and may decide to seek the advice of external professionals. The Head Teacher will be kept informed. Families will be informed and involved at this stage. Parents will be invited to discuss the targets set and the strategies used, and support will be offered.

The use of Reasonable Force

Restraint or the use of reasonable force is only used where it is felt that the pupil is at risk to themselves or others, or severely disrupting the classroom. Please note that SLT should always be informed after reasonable force has been used. For more detail on policy and procedures about using reasonable force, please refer to the school’s **Policy on Restrictive Physical Restraint and Positive Handling.**

**GUIDELINES FOR STAFF**

Children

* We will actively teach and explain our Golden Rules – with special attention to children settling.
* Children will be supported in getting to know the people, environment, resources and routines to support them in making choices and belonging.
* The Golden Rules will be displayed, visible to children and be illustrated with photographs to support children understanding it.
* Children will be praised for following the Golden Rules.
* We will talk with children about their behaviour and help them to ‘name’ their feelings.
* We will plan activities that support children in talking about their feelings and support them to be assertive.
* We will use Circle Times to help teach positive behaviour.
* There will be opportunities throughout the day for children to listen and be listened to in a range of differently sized groups – including alone.
* There will be opportunities throughout the day for sustained independent play and clearly planned adult directed activities. Children will have the opportunity to be deeply engrossed in activities that interest and motivate them.

Adults

* Will ensure that children’s basic needs are met.
* Will be able to ask for help from a colleague.
* Need to watch incidents clearly before they intervene.
* Will use specific praise as a matter of course.
* Use a range of interactions including extension, encouragement and distraction.
* Support the child/ren affected by the behaviour.
* Talk to the child/ren about the effect of their behaviour/actions.

Environment

* Will be clearly labelled and organised, and children taught how to work within it.
* The resources are well ordered and children taught how to use them.
* There will be spaces developed where children can go to be alone or quiet.

POSITIVE BEHAVIOUR MANAGEMENT – GENERAL STRATEGIES

1. All staff will use the following words and Makaton signs when getting children’s attention:-

**Stop** - put a hand up showing palm

**Look** - at me, someone, or something. Point to eye and indicate

direction

**Listen** - hand behind ear

1. We will refer to behaviour as “not ok” with a thumbs down and frowning face. **Hurting, biting, shouting, kicking, spitting at others, running inside, bad words and weeing in the garden are not ok**. We want to encourage positive behaviour and we want to empower children to understand the Golden Rules.
2. Refer to the Golden Rules, restate the problem and suggest a different way of behaving – “you could …. (eg take it in turns)”
3. Supporting children in dealing with conflict

Before intervening, consider what you know about the children involved – the stresses in their lives, level of understanding, needs etc. If the behaviour is dangerous intervene immediately, if not decide whether to observe to see if a solution can be found.

* + - Stop the play – refer directly to the Golden Rules.
    - Comfort the child who has been hurt.
    - Ensure each child has a turn to speak – Do not ask “why did you…” Simply ask “What happened, What did you do .. etc?”.
    - Talk through the situation with the children – try to get them to see the other’s point of view. If this is not possible, then model the appropriate behaviour – “you did ….., I feel ……., I want …….”, e.g. “you scratched me, I feel hurt, I want a turn”.
    - Re-state or reframe the problem – focusing on the problem rather than the behaviour, and remain objective and non-judgemental.
    - Refer to the Golden Rules.

Managing any situation will always start with the above procedures. If the behaviour becomes unmanageable or dangerous, ask a colleague for support and implement the strategies listed here. If necessary extra support can be obtained from SLT.

Research clearly states that when emotions are running high the human brain cannot function for higher level responses, it switches to a ‘fight or flight or freeze’ mode. Therefore, resolution may not be possible until the situation has calmed. (Hughes and Dawson 1985)

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Ratified by Governors:

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NB: **This policy should be read in conjunction with Restrictive Physical Restraint and Positive Handling Policy, Safeguarding and Child Protection Policy, Dealing with Allegations of Abuse against Teachers and Other Staff Policy.**