

Promoting Positive Behaviour Policy

Our Ethos

At Coin Street we believe that all members of our community are entitled to feel safe, to be respected and to feel equal. We understand that behaviour is like all other areas of learning and needs to be role modelled, practiced and planned for and that the way we behave is a tool to communicate our feelings, wants and needs. Irrelevant of your ability, understanding or stage of development we will support and encourage all users of our centre to behave appropriately.

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
- Unwanted low-level behaviour is (Planned) ignored
- Partnership with parents and carers is central to what we do

Coin Street has a restorative approach to unwanted behaviour.

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 3months -2years olds appropriate behaviour is adult led at this age | Investigators 2years – 3years old appropriate behaviour is adult supported at this age | Discovers 3years -5years 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- Fatemeh Mozaffari (Deputy Head of Early Years)

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

- Discuss situation with SENCo- Fatemeh Mozaffari (Deputy Head of Early Years)
- 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.
- *Show an emotional response to the behaviour.* A child needs a consistent approach and does not need to know how you're feeling. Once they are calm you can say 'when you _____ it makes me sad, please don't do it'

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>August 2022</i> |