



PROMOTING POSITIVE BEHAVIOUR POLICY

RATIONALE

Positive relationships are fundamental to creating a nurturing environment in which effective social, emotional, moral, personal and educational learning and development is to take place. The development of such an ethos is the shared responsibility of all who use the centre – children, parents/carers, staff and other adults

AIM

The aim of Killermont Primary Nursery Class is to ensure positive relationships are created and consistently developed and supported by staff, as well as being understood by children. All staff respond to challenging behaviour in a caring and sensitive manner in partnership with parents. Opportunities are planned throughout the day to encourage children to take increasing responsibility for their own behaviour and show care and consideration for others.

OUTCOMES

- Every child is valued as an individual
- Children are nurtured and encouraged to take responsibility for their own behaviour
- Staff respond to individual children according to their needs
- Staff and parents work together to promote positive behaviour and a nurturing environment
- Staff recognise harm, abuse, neglect, bullying and discrimination and take appropriate action
- The early years community consistently adheres to the nursery charter which reflects the Articles of the UNCRC Rights of the Child

PROCEDURES

How we promote positive behaviour & healthy nurturing relationships

In Killermont Primary Nursery Class we believe that it is fundamental to promote a positive and caring environment, in which our pupils develop to the maximum, their self-esteem and sense of worth and have respect and consideration for others.

We endeavour to do this in some of the following ways:

- Our nursery class charter is reflective of the desired ethos of the nursery, continually emphasised, reinforced and displayed
- The charter reflects the Articles of the UNCRC Rights of the Child
- celebrate birthdays and any achievements; items in local press;
- regular display of children's work
- children encouraged to participate in activities, develop skills, social interaction;
- regular social times – whole group, group times, snack times;
- verbal praise to specially reinforce what a child has done well;
- non-verbal praise eg stampers, smiles, thumbs up;
- three-way process of sharing information between staff/parents/children eg Play and Share;
- newsletters, leaflets, letters to parents, Learning Journeys;

Dealing with isolated challenging behaviour in nursery

When dealing with challenging behaviour, account should always be taken of the individual child's needs eg language development and developmental stage. Appropriate intervention by staff is encouraged and any consequences discussed with the child using a suitable level of language. The following hierarchy of intervention should be used to encourage children to take increasing responsibility for their behaviour:

- Non-verbal eg look, shake of head;
- Verbal eg say child's name, remind children of expected behaviour for the area, warning;
- Talk with the child about how they should be behaving while playing with another/at a particular activity
- Remove child from the activity/from being with another child for a short period of time and again discuss misbehaviour and expected behaviour;
- Monitor child when he/she rejoins the group/activity;

When a specific behaviour has affected another child in nursery eg a bite, the incident should be logged in the incident book and if appropriate, the accident book. A member of staff should then inform both sets of parents/carers collecting the children and ask them to sign an incident/accident record sheet.

Dealing with continuing challenging behaviour

If there is ongoing concern about a child’s inappropriate behaviour, staff must use their judgement as to when the situation should be raised with the parents. Key workers should agree when to discuss an ongoing issue with parents, after consultation with the Senior Early Years Worker (SEYW) / Nursery teacher. The SEYW/Nursery teacher will keep the Senior Management Team (SMT) informed, as it may be necessary for a member of the SMT to become involved. Staff should record contact with a parent/carer and intervention strategies agreed on a ‘parent contact form’. The strategies should be reviewed at a follow up meeting.

In some situations, it may be necessary to involve the support of additional agencies eg health visitor, psychological services or refer a child to the Pupil Support Group. All decision making involves parents at every stage.

Inappropriate settling behaviour

Occasionally, a child may have difficulty settling into nursery and this may manifest itself in some inappropriate behaviours. If this occurs, the key worker should discuss the issues with parents and SEYW / Nursery teacher, looking for a way forward. If there is no change in behaviour, a member of the SMT will become involved.

Please also refer to

- EDC Anti-bullying Procedures and Anti-racist incidents
- EDC Child Protection procedures
- KPS Wellbeing Strategy
- KPS Care and Welfare Policy
- KPS Pupil Support Group

ROLES AND RESPONSIBILITIES:

Senior Staff
<ul style="list-style-type: none"> • Ensure staff and parents work within the policy • Ensure staff are fully aware of and adhere to national guidelines and current local authority policies on Child Protection and Wellbeing Strategy
Staff
<ul style="list-style-type: none"> • Ensure all children are valued as individuals, nurtured and that their needs are met • Play an active role in promoting positive behaviour in partnership with parents • Are aware of and implement current local authority policies and national guidelines

RESOURCES

<i>EDC Procedure Manual No. 12 3/29 Oct 98</i> <i>EDC Child Protection Procedures</i> <i>Violence to Staff Manual 2/21</i>
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CROSS-REFERENCES:

The Child at the Centre	5.1
National Care Standards	7.1

In our centre responsibility for implementing this policy is:	
First Draft / Second Draft	Date: 2002/03 / 2004/05
This policy was created on:	Date: 7 February 2005
The policy was reviewed on:	Date: 27 November 2017
Due for review on (not more than 3 years):	Date: 2020/21