



# Promoting Positive Behaviour & Attitudes Policy

## Our Intent

We believe that children should be free to play, explore and discover without fear of harm or injury, in a supportive and emotionally literate environment. We recognise that children are learning about their emotions and often require adult support to regulate them and manage their behaviour. We believe in Children's rights and working in partnership with their parents to understand and support their child's emotional needs. Adults with a sound knowledge of child development will understand children's thinking and reasoning. They will therefore be able to promote positive interaction strategies.

We recognise that appropriate behaviour expectations differ depending on an individual child's experience and stage of development. We believe that all of this should take place within an inclusive framework in which equal opportunities are promoted and discrimination challenged.

## Purposes

1. To ensure that all children have an equal opportunity to learn.
2. To ensure a calm working environment for everyone.
3. To ensure that all adults are using the same strategies, enabling all children to experience clear, consistent boundaries.
4. To support individual children who experience challenges with conflict to use tailored strategies.
5. To enable children to develop an understanding of their feelings and emotions, allowing children and adults to respect each other.
6. To focus on children's interests.
7. To build strong relationships and trust.
8. To support children in conflict resolution.
9. To support children in understanding how others may feel in social situations.
10. To support children in making a choice, express their perspective and find solutions.

Through our behaviour policy and other related policies, we aim to promote positive, supportive and inclusive relationships between staff, children, parents and the wider community. Fullbrook Nursery School expects every member of our community to behave in a kind and considerate way towards others. We treat all children fairly and apply this behaviour policy consistently, whilst recognising that some children will need a more tailored approach to support their emotional needs. We seek advice for this when necessary from other professionals and in consultation with parents.

This policy aims to help children develop in a safe and secure environment, and to become positive, responsible and increasingly independent members of the community.

## British Values

At Fullbrook Nursery School we uphold and enlighten children about British Values and very these as fundamental human values, running as common threads, through all nationalities, ethnicities and cultures. British Values are defined as;

- Democracy The rule of law,
- Individual liberty,
- Mutual respect ,
- Tolerance of those of different faiths and beliefs

These values are promoted and explored through our Sustainable Citizenship Curriculum.

## Our Implementation

### Promoting a positive culture of behaviour

The staff team have developed 5 key golden rules for our school. These form the basis of our expectations and rewards. They are simple, effective and meaningful to young children as they are based around 'giving a high five' for positive behaviour. These posters are displayed around nursery and form part of everyone's induction.



### Promoting Positive Attitudes to Learning

School plays an important part in developing positive attitudes in young children, e.g. a sense of fairness, justice, honesty, truthfulness and care and respect for each other and for living things.

We influence the child's attitude to learning and so it is vitally important that the environment we offer encourages the child's whole development, i.e. cognitive, emotional, social and physical. We strive to create an atmosphere of mutual respect and empathy. We value the parents' expertise and knowledge and encourage their active involvement in their child's education.

This is done through:

- Home visits,
- Parent engagement sessions in their various formats,
- 1000 stories shared at home project
- Marvellous Me parent sharing app,

The staff believe in a curriculum where children are encouraged to be independent, show self-discipline, co-operation, perseverance, respect for oneself and others, and therefore through these develop a positive self-image.

The core of our curriculum is that the learning arises from the needs and interests of the child, the children are then supported and their ideas extended by skilful adult interaction. We believe that the child should have time to tackle tasks that are the result of inner motivation and not always have to comply to demands made by adults. A child needs time to internalise new knowledge, a time to reflect and review old and new skills in order to feel confident in their acquisitions. Our Keeping Healthy, Keeping Safe Curriculum outlines line our explicit teaching of positive attitude and personal development.

### Promoting self-regulation and self-awareness

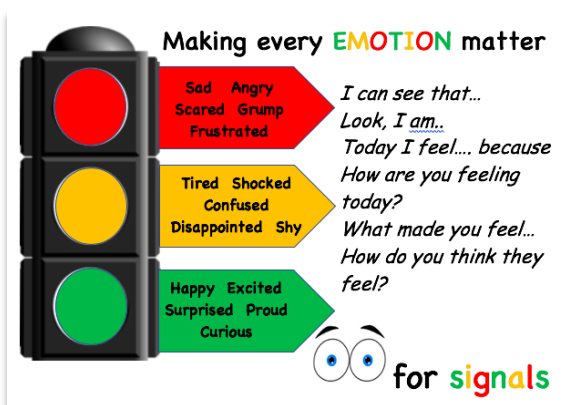
We have developed an approach and resource to support children’s understanding of their own emotions and those of others.



Self-talk and positivity. Mindfulness and manners. Individual Assertiveness. Language of co-operation and kindness. Expressing emotions of self and others.

We recognise that in order for children to behaviour positively and socialise with others they need to be able to recognise their feelings and self-regulate them. It is vital that this is explicitly taught.

As a team we also recognise that ‘every emotion matters’ and practitioners through their daily interactions will draw children’s attention to labelling their feelings and reasons for feeling them. Every practitioner will ‘look for emotion signals’ and comment when they see changes. The traffic light system also helps children understand difference between feeling and that red feelings can stop us learning, playing or being a good friend. There are environmental reminders throughout nursery for children, staff and parents.



### Promoting Positive Self-image

The daily routine provides us with the opportunity to build self-esteem. The children are given the opportunity to plan and organise their own day. We offer them the chance to take responsibility for themselves and the environment. We believe that through this responsibility and the success that the child feels in achieving is/her own goals, he/she will develop a positive self-image. Our Golden high 5 rules promote and reward these behaviours so that children hear consistent phrases and think of themselves as ‘good at sharing’, ‘good at listening’ etc.

## **Respecting and empathising for adults and peers**

In the nursery we encourage children to be aware of the feelings and needs of others. As part of our daily routine children are asked to share their ideas with others and listen to other children's ideas. They learn to take turns, share resources and how to interact socially with other children. This is done through staff providing good role models and through explicitly talking about the feelings of children and their impact on others.

Staff also talk about their own feelings and explain that some types of behaviour they see makes them feel unhappy or sad (RED feelings) and some types of behaviour make them feel pleased and happy (GREEN feelings). We feel it is very important to focus on the positive and we therefore praise good behaviour frequently, at least 3 positives to 1 negative, and thereby develop the child's recognition of the appropriate behaviour. The children have to learn how to work and share with others and are helped to negotiate a positive outcome.

### ***Early Conflict Resolution - How red feelings impact on others.***

#### **Conflict Resolution: How do we do this?**

There will always be times when conflicts between children occur, and adults see these times as opportunities for supporting the children to find solutions to resolve them. When dealing with these situations, staff will follow the following steps:

1. **Approach calmly** – Observe as you approach, prepare yourself for a positive outcome. Be aware of body language – it is important to be neutral in order to respect all the points of view. Get down to children's level. If there is an object involved take hold of it yourself, neutralize the situation.
2. **Acknowledge feelings** – use descriptive words, (you seem angry, sad, upset, or maybe very angry, etc). This helps them “let go” of the emotion and helps them calm down.
3. **Gather information** – tell the children you want to hear from each of them (not “why did you do it?” or “how do you think s/he feels?” – too abstract), but “what's wrong?”
4. **Restate the problem** – using the information provided by the children restate the problem. Reframe any language which could be hurtful – “I don't like her, she's not my friend”. “You are angry and you want to play alone?” Check with the children that you've got it right.
5. **Ask for ideas and solutions, choose one together** – help children think through specifics so that you check their understanding of the situation and what they will do, so if they respond “They can share”, this would need to be expanded.
6. **Be prepared to give follow-up support.** Children may need help to put this plan into action, or more work to sort out the issues.
7. **Remember** – it may not work every time, but if we use this approach consistently children will begin to use it themselves, and if they use it they will have acquired a life skill.

#### **Promoting Parental Engagement**

We believe it is very important to involve parents right from the start. We ask the parent to share his/her knowledge about their child and we keep the parents informed of their child's progress in school in relation to their personal, social and emotional development.

If we have any problems or concerns about a child we immediately share them with the parent and discuss the best approach to support the child. Similarly, when we are pleased by something a child has done or said we share this with the parent.

## REWARDS

It is important that we focus first on the rewards rather than the sanctions, as it is the positive behaviour we wish to encourage.

Children demonstrating good behaviour are rewarded in a variety of ways: -

- 1) Immediate 'high five' feedback for one of the golden behaviours, adults may also comment on a particular characteristic of effective learning .
- 2) Recognition of their good behaviour in front of peers in family group.
- 4) Reward from staff in the form of a sticker.
- 5) Feedback to parents either face to face or via the Marvellous Me app.

## SANCTIONS

The conflict resolution process, should be effective and therefore 'sanctions' should not be needed. However, if a child demonstrates persistent, frequent and harmful behaviour after using the resolution approach, they may need additional and different support therefore the options are;

- Another activity/location can be suggested, but by removing the child from the current activity, they will need help to become engaged else. No child should be sent away from an area on their own and wherever possible not passed onto another adult.
- The Headteacher is informed to reinforce the disappointment/impact caused by the unwanted behaviour and to motivate that child's desire to offer appropriate behaviour.
- Parents are informed of the situation and their support enlisted if appropriate.

### Monitoring behaviour and reacting in a supportive and timely manner.

All children's well-being is monitored closely for changes in well-being or patterns of behaviour. If key workers become concerned they will discuss with other adults in nursery and an appropriately supportive plan be put in place. Children's communicative behaviour patterns can be monitored more closely through BCC (behaviour, communication, consequence) charts if appropriate. Parental support will be engaged and outside agency involvement if required.

## SEN

All children on the SEN register that are identified as having particular behaviour difficulties would be supported by;

- an **Individual Education Plan**
- **All about Me fact sheet** which enables every adult in nursery to understand their behaviour
- **Supportive Hands plan** so that parents and adults are agreed on the physical supportive contact that will be used to enable their child's learning.

These strategies enable all adults to engage and communicate consistently with some of our most vulnerable children.

## EAL

All children identified as having EAL will be given additional support to ensure they fully understand the language that supports the development of appropriate social skills and behaviour. Adults are overtly aware that they need to use consistent language (Golden High 5) and visual prompt such as a high five, big smile or a thumbs up.

## BULLYING

By definition "bullying" is a wilful, conscious, desire to hurt, threaten, or frighten someone (Tattum and Herbert). Bullying can be physical or verbal. Name calling, teasing and taunting are emotionally bruising and can include both racial and sexual harassment. Other forms of bullying can include rude gestures, intimidation and extortion. Even children as young as three and four, states Tattum and Herbert, have learnt that aggressive behaviour can get them

what they want. It is therefore important to ensure that the children are educated in a supportive and non-prejudiced environment. Any examples of bullying will be dealt with quickly to show that this behaviour is not acceptable and a positive example will be given or demonstrated.

All staff will be made aware of any incidents of bullying so that this may be monitored and the appropriate strategies applied. Where bullying is an immediate and "one off" incident or general incident e.g. using aggressive behaviour to get equipment, the child will be removed from the situation to ensure that it is recognised that this not acceptable and does not work and that he/she will not profit from this type of behaviour. In such a situation we would suggest that he/she ask for, or look for, equipment not being used, or ask to share equipment, rather than snatching or grabbing the item.

Where bullying is continuous and relates to one child specifically, reasons for bullying are to be identified and if possible a discussion with the children involved. Staff will then be informed of the relevant outcome so that improved behaviour can be praised. Root causes for behaviour will also be explored, starting with the family and home circumstances. We will always have safeguarding concerns that a child may be copying modelled behaviour or displaying a symptom of neglects/abuse. Support from other agencies may be sought in certain circumstances if the behaviour persists and if the child is unresponsive to the strategies employed, such as Early Help. The school will involve parents/carers in any plan to reduce inappropriate or bullying behaviour.

Updated October 2021 By A Finders

Next Review October 2023