Thornton Heath Nursery School - Behaviour Policy
Promoting Positive Behaviour in an Early Years Setting

1. Introduction

1.1 Within Thornton Heath Nursery School (THNS) we aim to create a happy, safe, caring, stimulating, inclusive environment for all. We aim to encourage self-discipline and to keep rules and regulations to a minimum. As members of the community we aim to build positive relationships with each other, with the children and with their families.

1.2 A primary focus for learning and development in the EYFS is Personal, Social and Emotional development (PSE). The planning at THNS ensures that children have appropriate learning opportunities and are set appropriate targets which are shared with the parents. We acknowledge that some children may require a more personalised approach when promoting positive behaviour, for example if the child has Special Educational Needs and/ or Disabilities (SEND).

1.3 As members of the school community we all have rights and responsibilities. We believe that everyone at school is important and to be valued. We expect each individual to respect others, their families, culture and beliefs. We aim to be courteous and fair in our dealings with each other and the children.

1.4 The purpose of this behaviour policy is to set out a framework which ensures a consistent approach to positive behaviour, making boundaries of acceptable behaviour clear, in order to ensure safety and to help children, staff and parents/carers to have a common understanding and purpose. This policy should be read in conjunction with our Home School Agreement.

2. Why promoting positive behaviour is important within our Community:

2.1 To ensure that we see the development of personal, social and emotional development as a core element of the curriculum.

2.2 To ensure that we work in partnership with parents/ carers in supporting children's development in this area.

2.3 To ensure that all children, staff and parents work alongside each other in an environment in which they feel safe and cared for.

2.4 To ensure that children have an entitlement to consistency from all staff in the areas of promoting positive behaviour.

2.5 To ensure that staff will work with other agencies where appropriate e.g. community child psychology, SEND.

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3.   Expectations and Strategies

3.1   Everyday is a new day!! If there were consequences from the previous day these will not continue through to the following day.

3.2   Staff will praise and reward positive behaviour at our nursery, using a range of both verbal and visual strategies such as:
- Praise and encouragement;
- Keyworker reactions to positive moments (e.g. excitement when a child has overcome a challenge, or behaved in a positive manner);
- Giving children responsibilities;
- Sharing successes with parents/carers; a phone call to the parent will be made during keyworker release time (every parent should be contacted a minimum of once every half term);
- Use of high fives, thumbs up
- Staff will encourage children to identify their emotional rewards such as "How does that make you feel?" rather than focusing on an external reward

3.3   Adults will model positive behaviour such as good listening, using kind words, tidying up carefully

3.4   The curriculum includes teaching routines for certain activities where children can work together and help and support one another e.g. story time, meal times, tidying up, getting ready to go out, sharing toys etc.

3.5   Staff will prompt children to follow expectations where necessary and work towards gradually reducing such prompts

3.6   Stories, songs and props will be used as a strategy for encouraging/supporting positive behaviour (e.g. 'Tidy up time' song, bells, timers)

3.7   Staff will review provision if there are repeating behaviour issues e.g. are there enough resources so that children can share fairly?

3.8   Staff will give a child time and space to calm down before discussing unacceptable behaviour in order to avoid an escalation in the behaviour

3.9   Should a child's behaviour become a cause for concern staff will complete an ABC chart (Appendix 2) to better understand what the behaviour is communicating and to put appropriate strategies in place.

4.   Consequences

4.1   Thornton Heath Nursery has agreed consequences for children if unacceptable behaviour is ongoing. Staff will always emphasise to the children that they disapprove of the behaviour not the child. Children will always be encouraged to comfort and make amends (e.g. asked to get a tissue for tears, give it a rub, give a comforting cuddle if their behaviour has hurt another person). Children will be encouraged to

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think about how they can resolve their behaviour, as appropriate to their stage of development. The consequences we use at THNS are outlined below:

a)   Removal from the group or activity if behaviour is preventing other children from learning or threatening their safety; on occasion it might be necessary to remove the group of children from the child until they have regulated their behaviour. Adults will seek additional adult support prior to any removal.

b)   Staff will talk with the child about their unacceptable behaviour, explaining why it is unacceptable and will give the child choices to make about how they will continue. The child will be given the opportunity to "right" this behaviour and make amends. If, after the initial conversation the child has not righted their behaviour the conversation will be repeated and they will be reminded of the choices they have and the consequences of their actions. If an adult has to remind a child a third time (for the same behaviour), children will be given a short time out in a 'thinking area' to help children relate their behaviour to consequences. We believe consequences for our young children must be immediate and relatively short. A sand timer is used to show children how much 'thinking time' they will have.

c)   Consequences are only appropriate as a last resort and the children should be given a clear understanding of the consequence that may happen if they continue with the behaviour.

5.   Partnership with parents/carers

5.1   If a child has a pattern of behaviour that causes concern then to be really successful in promoting positive behaviour THNS and parents/carers must work in partnership.

5.2   In cases requiring a partnership of this kind the school will contact parents and work with them to plan support for their child's development.

5.3   Parents/Carers are encouraged to contact the school if they have any concerns or worries relating to their children's development in the area of personal, social and emotional development.

6.   Communication.
This policy is communicated to:

6.1   **Children**: expectations for behaviour should be agreed with the children in a manner appropriate to their stage of development and regularly discussed with individuals and at group times. Children will be involved in creating a set of positive "rules" for our behaviour display and staff will refer to this as appropriate.

6.2   **Staff:** as part of the induction programme for all new staff and as part of ongoing professional development. Key parts of this policy are included within the staff handbook, and staff are involved when reviewing this policy. Specific strategies which may be used for individual children will be shared with all members of staff to ensure a consistent approach (e.g. if a child has Special Educational Needs and/ or Disabilities and requires a more personalised approach to maintaining positive behaviour).

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6.3 **Parents/Carers** – included in any meetings or documentation for parents/carers of children joining the setting, or parents/carers attending joint training or collaborating on reviewing policies.

6.4 This policy is discussed with parents during their admissions appointment, displayed on our website and will be given to parents/ carers on request.

7. Monitoring and evaluation of the policy and procedures for promoting positive behaviour

7.1 THNS will keep its policy and procedures under review and will amend or change them in the light of reflection or any feedback through ongoing monitoring and evaluation.

7.2 Individuals and/or the whole staff group will attend training on this policy where appropriate.

7.3 The Head of Nursery will monitor records termly.

7.4 This policy will be reviewed at least annually through:

a) ongoing observations of groups and individuals;
b) analysis of the "Time out monitoring sheet" (Appendix 1);
c) responses from parents/carers and other members of the local community.

Policy date: **Review date:**

Signed: **Date:**
Head of Nursery

Signed: **Date:**
Chair of Governors

APPENDIX '1' : <u>Thinking Time (TT) / persistent behaviour monitoring sheet</u>

Date	Name of child	Time	Area	Brief description on incident	Action taken	Signed

APPENDIX '2' : ABC Chart

An ABC chart is an observational tool that allows us to record information about a particular behaviour. The aim of using an ABC chart is to better understand what the behaviour is communicating. The 'A' refers to the antecedent or the event that occurred before the behaviour was exhibited. This can include what the person was doing, who was there, where they were, what sights / sounds / smells / temperatures / number of people that were in the environment. 'B' refers to an objective and clear description of the behaviour that occurred e.g. X threw item on the floor.
'C' refers to what occurred after the behaviour or the consequence of the behaviour e.g. children moved away from X, noise levels in the room decreased. It is important to decide on one or two target behaviours to record initially. Place the ABC chart in an accessible place to make it easier to use after the target behaviour has been exhibited.

Having recorded the behaviour on numerous occasions check for triggers or situations where the behaviour is most likely to occur:

•   When / what time is the behaviour most likely to occur?
•   During what activities is the behaviour most likely to occur?
•   Are there any times or activities during which the behaviour does not occur?
•   Where is the behaviour most likely to occur?
•   With whom is the behaviour most likely to occur?

It is also important to look at what consequences might be maintaining the behaviour:

•   What does the behaviour achieve for the child?
•   Does the child avoid or escape any activity by engaging in the behaviour?
•   Is the child rewarded in any way by engaging in the behaviour?
•   What might the child be attempting to communicate by engaging in this behaviour?

Having identified the triggers for the behaviour and the consequences that may be maintaining the behaviour you are now ready to develop a plan.

1.   What alternative or more appropriate skill can you teach the child in order to eliminate their need to engage in this behaviour?
2.   What changes can you make to the environment or the child's schedule in order to decrease their exposure to triggers?
3.   How have you addressed the need that the child was trying to communicate?
4.   Is there any need for a reward / incentive scheme in the short-term?
5.   Have you communicated your plan to everyone who will be caring for the child?

ABC (Antecedent, Behaviour, Consequence) Chart Form

Date/Time	Activity	Antecedent	Behavior	Consequence
Date/Time when the behaviour	What activity was going on when the behaviour occurred	What happened right before the behaviour that <u>may</u> have triggered the behaviour	What the behaviour looked like	What happened after the behaviour, or as a result of the behaviour