

Positive Behaviour Policy

Equalities Statement:

The ethos of the Centre supports the development of self-respect and self esteem in all children, staff and the community it serves. We place a high value on diversity and treat every member of the Centre as an individual. In this respect, we aim to meet the needs of all, taking account of age, disability, gender, gender reassignment, marriage, civil partnership, pregnancy, maternity, race, religion, belief and sexual orientation. In addition to this we also aim to take into account social circumstances.

Aims:

Children in the early years are developing their knowledge and understanding of relationships with one another, close adults and people in the wider community. They need to develop a positive attitude towards both themselves and others. Their understanding of behaviour and moral issues, the expectation of others and adults and dispositions for learning and living together are all part of this development.

Our aims for behaviour are that all children will:

- Learn tolerance and understanding with consideration for others, feeling happy and secure in their environment.
- Learn to respect themselves, others and their surroundings through high self-esteem and awareness of everyone's needs.
- Be clear, from adult role models, how to build positive relationships and to have confidence as a learner.

This policy relates to the following policies:

- Safeguarding and Child Protection Policy
- SEND Policy
- Health and Safety Policy
- Physical Intervention Policy

Principles:

The role of high expectations, praise and encouragement

Our behaviour policy is based on an expectation of good behaviour and relationships within a secure and caring environment. We foster a positive atmosphere where young children can explore and develop their feelings and emotions about themselves and towards others. We build on the children's earlier learning at home, as we help them to come to understand how to behave. This is done through offering positive role models, clear guidance on moral issues and an exciting curriculum incorporating personal, social and emotional learning opportunities.

Our approach to these areas is outlined in our Learning and Teaching (Curriculum) policy that links closely with our approach to positive behaviour.

First hand experience underpins all aspects of the curriculum and leads to quality learning. The work of the Centre encompasses the different needs and development rates of all children.

Protocol:

Working with parents/carers

Partnership with parents/carers is essential in order to understand and provide for the children's individual needs. We build on children's own experiences, valuing where they come from. We work closely with other agencies, feeder schools, local playgroups and education support, health and social services and many others. We always endeavour to keep parents/carers fully informed and involved.

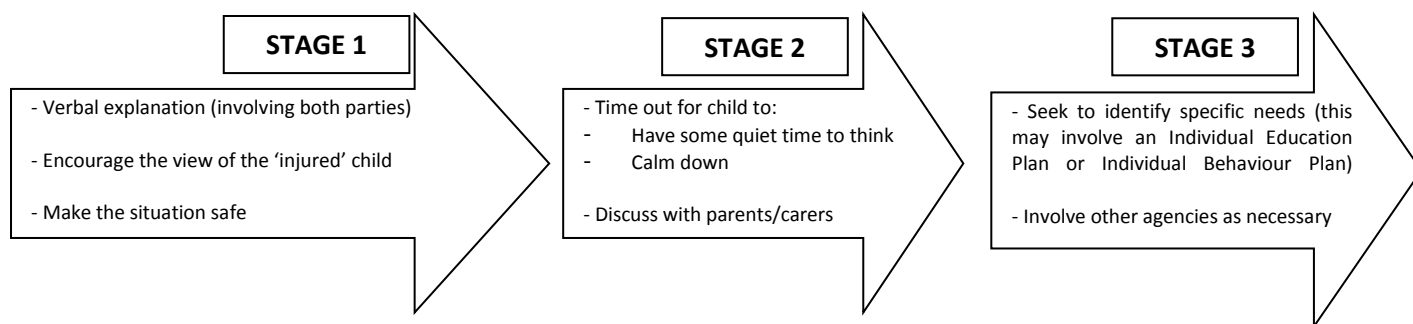
Our behaviour strategy

We employ the following strategies (e.g. if a problem is observed between children or identified by a parent/carer, staff will discuss openly with both children):

- Children are always encouraged to participate in the care of a child who has been injured either accidentally or deliberately.
- We aim to build children's confidence and self-esteem to enable them to deal with situations.
- We endeavour to enable children to deal with minor conflict themselves and recognise those that need adult support.
- Children are encouraged to use safe strategies for negotiation such as saying "no" or walking away. However, children are also encouraged to ask for help from an adult when strategies are not working.
- We actively promote children's confidence and self-esteem through a personal safety programme.

Staged approach

We take a developmentally appropriate and staged approach to suit the individual child. This approach involves a number of steps. The effectiveness of each stage will be assessed by the key person in discussion with parents/carers when necessary.



This policy relates to our Equalities Policy that states:

"The Centre promotes positive approaches to difference, fostering respect for people and property. Language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority Group, will not be tolerated."

"There is high expectation of all pupils with regard to behaviour."

Bullying

We acknowledge that bullying can be a problem in our society and that acceptance of its existence is part way to solving the problem. The young age of the children makes overt bullying unlikely but early stages can be noted.

Physical Intervention

Working with very young children means that we, as a setting, have physical contact with children to support their general learning and development.

In the context of this policy area we are only referring to 'physical intervention' where the safety of the child or others may be at risk. The Centre is committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal professionally with all incidents. They will only use physical intervention as a last resort, in line with Department for Education (DfE) and Local Authority (LA) advice and will always ensure minimal risk and injury to staff.

Incidents involving the use of physical intervention will always be followed up by staff discussion and recorded. These will be kept in a confidential file in the office and will have been discussed with the parent or carer.

Parents and carers

We work in partnership with parents/carers in order to build on the children's earliest experiences and to involve them in our work to provide a safe, secure and happy environment with considerate and positive behaviour. We expect parents to:

- Support our approach.
- Keep us informed of any issues at home.
- Discuss concerns with staff openly to help us work together.
- Carry out any agreed Individual Behaviour Plan (IBP) targets or joint decisions made at home.

Individual Needs

Some children will have greater needs in their personal, social and emotional development (or behaviour). This may require a more individual focus in support and guidance. The Special Educational Needs Code of Practice provides a framework for assessing and monitoring children's behaviour that is of concern to teachers and parents, and that may be a barrier to learning and development.

The Centre will follow the Code of Practice in involving parents and formulating Individual Education or Behaviour Plans to enable a more individual focus in supporting the child.

The Role of Adults in the Centre

All staff – Teachers, Nursery Nurses, Nursery Officers, Teaching Assistants, Lunchtime Supervisors and Office staff have a role to play in the development of positive behaviour. This is done through close liaison between staff and awareness of being positive role models in our own speech and relationships.

We also need a sound awareness of how children learn and develop in this area. Staff work together to ensure consistency and work on strategies for supporting children with greater needs in this area.

We expect all adults to:

- Take the initiative in establishing positive relationships with children – greet and be greeted, speak and be spoken to, smile.
- Praise and encourage thoughtful and positive behaviours.
- Do all they can to be consistent, calm, fair and firm, to listen, to know the children as individuals and follow issues through to their conclusion.

For the Community, we provide a range of parent support classes and individual support is also available through the Family Worker Team.

Support for Staff

- In-service training will be provided for individual staff as necessary.
- External agencies, such as the Support for Learning Team and Social Care, will be involved as necessary with individual children.
- The SENCo will be informed when an individual child's behaviour is particularly challenging. The SENCo will work to support the key person.

Monitoring and Review

This policy will be kept under review, with a formal review of content every two years. The Head of Centre and Governors will monitor its implementation.

The Head of Centre

The general, good behaviour of children is monitored by the Head of Centre and the Senior Leadership Team through:

Last reviewed: 27th June 2018
Ratified by the Governing Body: 3rd July 2018
Next review: 27th June 2019



- Direct observations in the class room.
- Discussions at team meetings.
- Discussions with individual staff.

The Governors

The Governors of The Fields Children's Centre fully support this policy and will review its content every two years.

The implementation of the policy in practice will be monitored regularly through the Heads report, Governor visits and within the Centre Improvement Plan as relevant. All Governor visits will include observations on behaviour relating to this policy. The overview of this area is in the remit of the Governor with responsibility for special educational needs and the Curriculum and Equalities Committee.

Links to other Policies:

- Learning and Teaching (Curriculum) Policy
- Equalities Statement
- Special Educational Needs Policy