



Boundstone Nursery School



Positive Behaviour Management Policy

A framework for supporting children's

Social and Emotional development

Introduction

At Boundstone we believe that if we want young children to self-regulate their behaviours, their actions and responses must be the result of their own conscience rather than from simply complying with being told to do something. It is important for young children to know that what they do or say matters to the people around them. To do this they need to understand their own, and recognise and interpret others', emotions. Therefore, for young children their social and emotional development is fundamental to creating an environment where positive behaviour can develop.

We believe that through nurturing the children's holistic sense of well-being they will adopt the behaviours that will fit them for being socially and emotionally adjusted citizens for the future and not just whilst they attend Boundstone Nursery School.

Aims

Each child at Boundstone Nursery School has the right to:

- feel safe
- be respected for who they are, and
- grow and learn in a secure and happy environment.

This framework and policy sets out how we achieve this.

Methodology

Babies and young children learn about the desirability of their behaviour from the responses of those around them, especially if they are familiar and trusted people. They are predisposed to be interested in the faces and emotional signals of those emotionally close to them. The role of the adults at Boundstone is crucial to helping the children internalise desired behaviours.

How can staff, students and other adults achieve this?

- They have clear consistent expectations and boundaries, whilst taking into account the individual needs of the child
- They use their voice sensitively – the tone, volume and pitch of the voice conveys specific emotional messages to young children
- They utilise non-verbal communication strategies to convey positive emotional messages
- They use developmentally appropriate language and avoid asking questions such as “*Why* did you do that?” “*Why* are you crying?” (Although practitioners may where developmentally appropriate ask questions such as “What happened” or “Where does it hurt”?)
- They address the behaviour and not the child e.g. they refer to a child’s *action* as ‘unkind’ rather than the child
- They model polite and thoughtful responses through their spoken words and their actions e.g. asking for a turn, saying please or thank you, using positive facial expression and offering choices.
- They talk about and model ways of dealing with their emotions and acknowledge children’s emotions e.g. “I can see you are very cross”
- They use praise and encouragement to develop the children’s understanding of what has pleased an adult ensuring the child knows exactly what it was they did e.g. “Thank you for walking” rather than just saying “Good boy”
- They identify specific appropriate behaviours e.g. “I like the way you shared your playdough”
- They give children positive attention using ‘catch me being good’ strategies and to an extent ignore unsociable behaviour (unless the child or others are at risk)
- They promote children’s self-esteem and well-being, e.g. by giving children strategies to be successful and also deal with things when they go wrong “you can say, can I have a turn”
- They provide opportunities to practice positive behaviours, for instance, turn taking or sharing, looking after and out for a new child
- They set clear boundaries with consistent and realistic outcomes
- They ensure children are alerted to and prepared for forthcoming change
- They consider carefully the amount of choice they give – acknowledging that for some children too much choice can be overwhelming
- They provide opportunities for children to have ‘special times’ in whatever way suits an individual child, acknowledging that for some this will be a chance to speak in a group but for others may be some quiet 1-1 time.
- They use language which is appropriate to the child’s level of understanding
- They give clear and specific instructions when appropriate e.g. “please put all the bricks in the box” rather than “tidy up”

- They alert children to the consequences to their choice of action and to the process by which they arrived at a consequence E.g. "you were cross, you hit... and now ...doesn't want to play"
- They provide resilience strategies to help children stay safe e.g. "you can say STOP please"
- They show children how to get help when required
- They give children the opportunity to choose the desired response from a choice of two, e.g. "you can help me tidy the sand or go inside to help Anna"
- They acknowledge children's feelings, such as when a baby is upset on separation or a toddler is cross when they cannot have a toy
- They use positive language and stress what they DO want rather than what they DON'T E.g. "hang the apron on the hook please" rather than "don't leave that apron on the floor; "walking feet inside nursery" instead of "don't run"
- They listen to the children and talk to children 'at their level' – both physically and developmentally.
- They give children responsibility that promotes self-esteem and promotes interaction e.g. B would like some help with the puzzle? I know you are really good at puzzles can you help? Or giving a child special jobs such as handing out the snack and asking their peers what they would like.

How can the environment support our aims?

- There is a consistency in the layout and the expectations within the environment, both inside and out
- All adults in the setting take joint responsibility for the environment ensuring it is safe, tidy and inviting
- There is routine to the structure of the sessions
- Visual timetables, timers, signs and symbols are used to support ALL children and enable all children to feel secure in the environment and understand what is happening
- There is time to pursue an interest, be still, be energetic, to talk and to listen
- The environment is safe and secure. A calm atmosphere is promoted at all times
- The curriculum offered is based on the children's interests as observed by the staff and families, this ensures that children are engaged in their learning and the experiences on offer.
- Opportunities to explore emotions are provided, especially in role play
- Resources are well maintained, in working condition, developmentally appropriate, of sufficient quantity and stored accessibly
- Resources are rotated frequently to ensure children remain motivated
- Planning for PSED is embedded throughout to the curriculum and daily interactions

- There are plenty of nurturing activities to promote caring for others e.g. bathing and dressing baby dolls, planting and watering seeds, preparing food for the group and serving it, caring for animals/insects, use of persona dolls.
- Special spaces are created for being quiet and still – “the children’s world is so visually and aurally stimulating they need to be shown how to be quiet and still”.

How do we involve the families?

Staff work very closely with families from even before the child starts at the Nursery. This helps to build positive and trusting relationships with the child’s main carer(s). The child is reassured by this relationship. Wherever possible we maintain and support home routines especially for very young children to create continuity for the child.

We operate a Key Carer system for the children. The Key Carer is both the child and the family’s special person. From the security of this relationship the child is confident to explore and look outward to others around them. Staff work with families to ensure the child knows they are loved and valued unconditionally even if at times we disapprove of their actions.

We recognise that being a parent is not easy. Sometimes it is difficult to talk about concerns or seek help. Through our good relationships with families we hope to be able to offer support strategies acknowledging that they know their child best.

Monitoring

How will we know we are doing what we set out to achieve?

The statutory Early Years Foundation Stage Curriculum provides a national framework to support children’s Personal Emotional and Social well-being. Each Key Carer records a child’s learning and development in their Learning Journal in relation to the Development Matters Statements and Outcomes. These Journals enable us to monitor how we are supporting children and the progress they are making.

We will find evidence of the children being able to

- express their needs and feelings in appropriate and acceptable ways, e.g. non verbally, with signing/symbols, through talk or action
- empathise
- demonstrate their care and concern for themselves, for others, for living things and the environment
- positively assert their own needs

- show an awareness of the necessary boundaries and expectations of the Daycare and Nursery routines, the environment and with each other
- take responsibility for themselves, for others and for their environment

Occasionally, despite the provision of the above, a child may require support at a higher level and need more specific intervention in order to support their social and emotional development. Where it is identified that a child is experiencing significant and sustained difficulty in managing their behaviours at an age appropriate level then specific behaviour support plans may be introduced. This may involve 'in house' provision and/or support being obtained from an outside agency such as the Educational Psychology Service or West Sussex Inclusion team.

Where appropriate staff may develop a tailored behaviour support plan, this will always be developed in partnership with parents/carers. In some cases, a child may also require a TSP/Play plan in order to support the development of certain social skills and behaviours. (See SEND Policy)

At all stages, parents/carers will be involved in all discussions, monitoring and implementing strategies.

For extreme behaviour where there is a likelihood of risk to the child and/or to others and where physical intervention may be required, risk assessments will be carried out and a physical intervention plan drawn up in agreement with parents/carers. Physical intervention should only be used in extreme situations and when all other support avenues have been explored.

Above all we acknowledge that all behaviour is a form of communication and seek to enable children to communicate in acceptable and positive ways. We recognise that behaviour is an area of a child's development that requires support in the same way as we would support any other area of a child's development.

"If a child doesn't know how to read, we teach."

"If a child doesn't know how to swim, we teach."

"If a child doesn't know how to multiply, we teach."

"If a child doesn't know how to behave, we..."

John Herner (NASDSE President) Counterpoint 1998, p.2

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Appendix

Useful phrases

I liked it when you ...
Let me see you ...
Show me your lovely smiles
I'm really pleased with you for ...
I know you can do it
I am very sad that ...
Oh! Did you forget? (giving benefit of doubt)
Show me your best self
How many sensible children can I see?
Are you doing the right thing?
What a star!
We need you to help us
All eyes on me, 123 LOOK!
I want you to ... thank you!
Speaking voices, thinking voices, playground voices, carpet / table
voices
Make me smile
Show me your listening bodies

Suggested Golden Rules for Nursery

- these will be developed and adapted through discussion with the children

We are kind and helpful friends
We look and listen carefully
We use a quiet voice inside
We walk in nursery
We look after our nursery
We make everyone smile!