



Positive Behaviour Policy 2017

Date completed: September 2017

Completed by: Senior Leadership Team September 2017

Submission to Pupil Welfare Governors: September 2017

Review: Annually

Context of the Nursery

Mytham a new nursery of 26 fulltime places for 3 / 4 year olds and 8 places for 2 year olds. In each year class there is 2 members of staff.

Vision and Values



Our Positive behaviour policy is based on our Vision and Values which underpins everything we do at Mytham.

Our nursery values are shared with pupils across the year and our award system is based on children demonstrating these 22 values as well as the 7 elements of our 'STARS' Vision.

There is a universal commitment by staff and Governors to ensuring that children's rights are met.(UN Convention of the rights of the child).

Our pupils are aware of their rights and they also know that they have a responsibility to ensure that other children's rights are met.

Positive Behaviour Management

Adults

Adults manage behaviour effectively to ensure a good and safe learning environment by;

- Having a shared vision of high expectations for behaviour.
- Encouraging, praising and rewarding positive behaviour, so that all our pupils and staff are able to go about their daily work without interference from others.
- Having simple and easy to understand behaviour rules which are supported by a system of rewards and consequences which are fair.
- Providing well-prepared, stimulating lessons with the learning styles of pupils in mind, which inspire and engage children.
- Maintaining good communication between school and parents/carers regarding behaviour.
- Supporting all pupils who display behavioural difficulties, ensuring all avenues are explored. Outside agencies i.e. behaviour support services are involved when appropriate.
- Clearly stating that bullying is not tolerated in any form.
- Dealing calmly and sensitively with incidents as and when the need arises, while always treating those involved with respect.
- Celebrating all the efforts and achievements of children, both in and out of school.
- Creating a caring and secure environment, where all are supported, trusted, liked and valued.
- Demonstrating mutual respect for each other by, for example, listening and being empathetic.

- Following a whole school approach to developing social and emotional aspects of learning so that they can confidently recognise and communicate their feelings.
- Through adult modelling pupils learn to respect the school, its environment and property.

Children

Our aim is that all children accept responsibility for the choices that they make and we help those to make the wrong choices to address their behaviours.

If their behaviour lets them down we talk to the child about which rule/s they have broken, why this is unacceptable and what choices they could have made .We also talk about how their actions have affected the other children and sometimes adults .We look for solutions which involve the child in managing their own behaviour and offer additional support for those who find this difficult.

Through the curriculum and other opportunities and events we enable children to;

- Be effective and successful learners;
- Make and sustain friendships;
- Deal with and resolve conflict effectively and fairly;
- Solve problems with others and themselves;
- Manage strong emotions such as frustration, anger, sadness and anxiety;
- Recover from setbacks and persist in the face of difficulties thus developing resilience.
- Work and play cooperatively;
- Compete fairly and lose with dignity and respect for competitors;
- Recognise and stand up for the rights of others;
- Understand and value the differences between people, respecting the right of others to have beliefs and values different from their own.

Mytham Little Stars Nursery Rules

The nursery has a set of Golden rules that the children agreed on. We encourage every pupil to 'Do the Right Thing' and not break the 'Golden Rules'. The nursery staff discuss the rules with their class at regular intervals but especially at the start of each year / term and reinforce these whenever the need arises. In this way every child knows the standard of behaviour we expect in our nursery.

We try to walk in nursery.

We share our toys.

We have kind hands and feet.

We keep nursery tidy.

The rules are purposely simple and easily understood by even our youngest pupils. A great deal of time is spent during Circle Time ensuring that pupils understand why we have these rules and what keeping the rules would look like. The rules reflect those used in wider society and our policy of respect and care for each other.

Rewards/incentives for keeping the 'Golden Rules'

Good behaviour (keeping the rules) is praised and rewarded in a number of ways.

- Teachers/adults congratulate children with positive gestures, remarks, comments on work and a range of visuals e.g stickers, lanyards and certificates.

Rewards/Incentives for good behaviour

NURSERY

At Mytham nursery children will have the opportunity to demonstrate good behaviour and will be rewarded by having their name put on the Share Bear, Polite Penguin and Tidy Tiger. At the end of the weekly session they will earn a certificate related to the corresponding positive behaviour.

Children will also be able to earn stickers throughout the session.

In the summer term children in the Starlight class a smiley face chart system will be introduced alongside the sunshine. At the end of the session children will earn a smiley face in place of a sticker. When the child has achieved 10 smiley faces they will earn a dip in the prize box.

Behaviour Management : Nursery

This policy sets out the guidance that each phase of the nursery has agreed and adopted to consistently and progressively manage any behaviours which conflict with our values.

At Mytham nursery we try very hard to promote positive behaviour for learning. Within the nursery we have a three step system in place to encourage this behaviour for learning. The system works as follows:-

- Step 1: All children start off on the fluffy white cloud. If at the end of the day the child's name is still in this section they will earn one **small** sticker
- Step 2: If a child demonstrates positive behaviour throughout the session they can be moved on to the 'sunshine'. If a child is on the sunshine at the end of the session they will earn one **large** sticker.
- Step 3: If a child displays negative behaviour their name could be moved from the fluffy white cloud to the stormy cloud. A member of staff will explain to the child why they have been moved and what they need to do to move back to the fluffy cloud.

- Step 4: If more negative behaviour is observed then the child will be asked to sit with a member of staff and have thinking time, 1 minute per year of age. If this happens parents will be notified at the end of the session.

All the children have the opportunity to improve their behaviour and move back from the stormy cloud to the white fluffy cloud where they can earn stickers.

In the same vein, children who are on the sunshine and fluffy cloud can be moved backwards onto the next step if their behaviour choices deteriorate.

Importantly; all the children will start a fresh at the beginning of each session and begin on the neutral zone.

At lunchtimes, members of staff on duty and the lunchtime staff will feedback about any behaviour incidents. A decision will then be made about whether the child/children, need to move on the behaviour system.

Behaviour which causes concern (Nursery)

Immediate response to more serious behaviour

If behaviour continues to disrupt the class, despite following all the above steps, the child will be removed from the situation and their peers.

If a child refuses to leave the room we may need to physically intervene to move them away from their peers safely. In the nursery it is likely that they will be moved to the 'other' class room. All Mytham staff have been trained in a Local authority recommended strategy 'Team Teach'.

Once removed, the child will be supervised by a member of nursery staff. This will be determined by whoever is available at that time.

They will be asked to work /play silently in the rec

If their behaviour is putting other children at risk of harm the child will be moved out of the nursery classrooms and parents are likely to be informed and asked to collect their child. Due to staff ratio's we are unable to provide 1-1 support for individual children.

A member of the SLT will investigate the incident as soon as possible and decide what happens next, following policy.

Support for pupils with behaviour causing a concern

It may be necessary to have meetings between teacher, SLT and parents in order to discuss a child's behaviour and try to devise strategies which the child will respond positively to. We try to find out what the triggers are and if there is anything underlying the behaviour. Quite often there are things happening in the child's home life that may be triggers and so it is essential that parents work with school.

Sometimes it may be necessary to monitor the child for a while and introduce a home/school log where further incidents and/or progress with improving behaviour may be recorded.

Sometimes an Individual Behaviour Plan is required. (IBP) This is a short term plan with strategies which the school and parents/guardians agree to. There are short term targets for the child to achieve and often this works, especially as the child is rewarded for achieving them. The aim is that the matter can be resolved. It is crucial that parents support school and if possible also carry out the strategies at home so that the child has consistency. It is also really important that parents see this as positive support from school.

Parents are asked to sign a home-school agreement in Nursery. We expect parents to support our efforts to address behavioural issues with their child.

If, after a range of strategies have been tried, there are still issues with behaviour, school may suggest referring the child for further support to an external agency. We often use Bolton Behaviour Support Service, Ladywood Outreach and CAMHS.

In order to refer a child to one of these services school have to write an Early Help Assessment form. This is a form with information about the child. We need parents to come into school and complete and sign the form with us as we do not know all the information. Once the form is sent we then wait for the agencies to contact us to discuss what is required. Sometimes this is done via calling a Child Action Meeting. Parents would be expected to attend these.

Generally, the agency will come into school and observe a child / or carry out assessments. Usually this is followed by a meeting in school between school, agency and parents to discuss a way forward. We will feedback the outcome of these meetings to you as soon as possible. Often the external agency can advise school on further strategies to help. It is crucial for success that all parties work together to help the child.

Quite often it is recommended that parents attend a parenting class. Parents usually find these classes beneficial, despite being a little uncertain about their value initially.

Very rarely a child's behaviour is so disruptive that they may need support which our normal staffing cannot manage. In this case school/parents may begin the process of applying for a statement of additional needs or an Education and Health Care plan. If successful the outcome is that the pupil is allocated funding to supplement the provision that the school/nursery is already providing. This always involves further assessments and paperwork to be completed and can take some months. The criteria for application for a EHCP is very strict. We are sometimes approached by parents asking if we will apply for a EHCP for their child. We have years of experience of applying for EHCP's and if we feel that a child would not fit the criteria we will tell you. Sometimes parents then choose to go via their doctor if they wish to pursue an EHCP. This is entirely your choice and you can rely on our support.

REVIEW DUE: September 2018