



<b>Policy title</b>	Positive Behaviour Policy
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<b>Policy owner</b>	Rob Smith (Principal)

<b>Status</b>	Approved
<b>Summary of change</b>	1.2, 2.1, 3.1, 3.2, 4.1, 4.3, 5.1, 6.3

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<b>Approval authority</b>	Principal
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## **1. Nursery Expectations**

- 1.1 The Nursery has regard to the Academy rules, but with careful consultation with the children, Nursery Teacher and Practitioners, the academy rules are simplified into positive statements, which are reinforced to children alongside visual signs and symbols.
- 1.2 The Nursery Teacher and Practitioners use the rules to reinforce pro-social behaviours to help children develop a sense of right and wrong, following any incident of unsocial or antisocial behaviours. A sand timer is used following an incident of un-social behaviour which reflects the child's age e.g. Age 2, 2 minutes, age 3, 3 minutes etc. To give the child time to regulate and reflect on actions.

## **2. Pro-Social Behaviour Recognition**

- 2.1 Children will be rewarded via receiving Dojo points for using the following skills-
- i. Helping others
  - ii. Team work
  - iii. Good talking
  - iv. Good sitting
  - v. Good listening
  - vi. Good thinking
  - vii. Good waiting
  - viii. Good sharing
  - ix. Independence
- 2.2 Parents will have access to their child's Dojo portfolio online at home and can follow their achievements.
- 2.3 The constant reinforcement of boundaries and behaviour using signs and symbols enables the youngest children in the Academy to understand the boundaries of the setting. This helps them to regulate their, and others behaviours by using the statements and signs independently at times of conflict.

## **3. Definition of Anti-Social Behaviour**

- 3.1 The following behaviour is considered unacceptable in the Nursery, whether towards another child or an adult.
- i. Biting
  - ii. Hitting
  - iii. Pinching
  - iv. Inappropriate language
  - v. Throwing/breaking toys/equipment
  - vi. Leaving the nursery boundary
- 3.2 These incidents will be recorded on CPOMS, in line with the Academy Positive Behaviour policy. [CW BehaviourPolicy 23-24.pdf \(finalsite.net\)](#)

#### **4. Consequences**

- 4.1 After any incident, the Nursery Teacher or Practitioners will always support each child involved with a restorative conversation to explain the reason with the child/ren why their behaviour is unsociable. The Practitioner will then model to the child/ren how to engage in the activity more positively. All Practitioners will problem solve any incident when children cannot share resources together. If the unsocial behaviour continues, the Practitioners will direct the child/ren to more positive activities.
- 4.2 If a child has hurt or upset another child, they will be encouraged to apologise to the injured party verbally, non-verbally, by signing or by offering the visual sorry card. Every child who apologises or regulates their behaviour will be acknowledged by the adult.
- 4.3 If unsocial behaviour continues, the child will be reminded about the pro-social behaviour and told of any consequence that might follow if the behaviour persists. The consequence will usually be a choice of two options, but some consequences may be specific to the child or group of children.
- 4.4 As a last resort, the child/ren will be removed from the situation and supported to co-regulate with the support of an adult. We may call this ‘thinking time’ a timer will be used as a visual to support to show when this time has come to an end. The Nursery Teacher or Practitioner will then use the following strategy alongside this. If the child/ren is able to, they will be asked to reflect upon their behaviours and problem solve how they can rectify the situation.
- 4.5 To help children to empathise how others may be feeling after they have hurt or upset another child, Practitioners may use emotion cards to support verbal labelling of feelings. To reinforce pro-social behaviours and acts of friendship and kindness Practitioners will use the happy or good choice symbols or signs.

#### **5. Physical Contact – Positive Handling**

- 5.1 Shouting will not be used by any adult working in the Nursery. Physical intervention, i.e. holding, will be used only to prevent injury to the child, other children, adult, or serious damage to property. See Early Years Foundation Stage Statutory Framework 4<sup>th</sup> January 2024 sections 3.58-3.60 supporting and understanding children’s behaviour [Statutory framework for the early years foundation stage for group and school providers \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/115111/early_years_foundation_stage_statutory_framework_2024.pdf)
- 5.2 If there is any physical intervention between adult and child, it must be recorded on CPOMs and parents informed verbally when they collect their child or a telephone call to the parent/carer is made.

## 6. Monitoring and Arrangements

- 6.1 Each incident will be dealt with individually and brought to the parents' attention and discussed with them. However, Practitioners will be aware of the age and stage of development of all the children in the Nursery and of any cultural, linguistic or particular needs. These factors will be taken into account following any incident. All incidents will be recorded on CPOMs and feedback to parents.
- 6.2 The Nursery team will discuss any incidents of behaviour in their team meetings and agree together any strategies to be used for a specific child or group of children to ensure a consistent approach. Parents will be made aware of strategies being used in the setting, and if appropriate parents will be encouraged to use the same strategies at home. Specific strategies will be reviewed regularly.
- 6.3 In some instances it may be necessary to seek advice from iSend regarding identified children's dangerous and or anti-social behaviour.

This policy is particular to the Nursery.

This policy is an appendage to Churchwood Primary Academy and University of Brighton Academies Trust policies.