



Sunbeams Behaviour Policy

Date Implemented:	December 2014
Date for Review:	December 2015
Staff responsible	Tracey Mason - Nursery teacher Jacqui Spinks - Inclusion manager

Principles

We believe that everyone at Sunbeams nursery has a right to feel valued, respected and safe.

For this to happen in practice, we have a responsibility to behave in ways that enable all of us to feel free to explore and learn without fear of being hindered or hurt. This policy provides guidelines on how to support this vision; it recognises that learning self-regulation and socially appropriate behaviour is a developmental process and that through modelling positive behaviour at all times and managing challenging behaviour appropriately and competently, we can provide for the needs of the individual as well as ensuring the safety and well being of everyone.

Aims

We aim to listen to, and acknowledge the views of everyone at Sunbeams, embracing who we are and where we have come from.

In recognition of this, our expectations of behaviour are underpinned by the UNICEF Rights of the Child articles, based on

"Rights" are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child.

Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.

See Appendix 1.

RIGHTS for children at Sunbeams with regard to this policy.

- to value and celebrate our own and others' contributions and uniqueness, and to show consideration for our own feelings and the feelings of others.
- to enable children and adults to explore and express themselves freely in an environment which supports decision making and opportunities to consider the consequences of our words and actions.
- to provide access to learning for all, taking into account everyone's needs, background and ability, working together to share the same vision and work towards the same goal.

RESPONSIBILITIES for children at Sunbeams with regard to this policy.

- to support everyone to communicate and interact in a safe way that enables everyone to be listened to, and models positive interactions.
- to help everyone to feel safe to express their concerns and fears in an appropriate way and to thrive physically and emotionally in their learning in a trusting environment.

Guidelines

At this age children are learning how to behave appropriately. Many of the things they do are normal for their stage of development and we help them to learn when something is dangerous or harmful to themselves or others, and to make positive choices in their behaviour.

We do this by:

- Noticing and acknowledging positive behaviours.
- Using clear and consistent boundaries.
- Explaining the consequences of some behaviours and offering choices.
- Involving the children in problem-solving by using clear steps agreed by all staff.
- Sharing information with parents/carers about their children's behaviour both in the nursery, and at home, and working together to provide consistent models for the children.
- Providing strategies to support turn-taking e.g. using a sand-timer.
- Communicating and modelling positive behaviour, using a variety of strategies and props e.g. visual support, songs, signing, gestures, visual timetables and small world play.
- Recognising and acknowledging feelings to encourage empathy.
- Creating an environment that minimises conflict e.g. ensuring there are sufficient staff levels and resources.
- Use close liaison with other staff e.g. Mrs Spinks (our Inclusion manager) to identify and support children who may have difficulties.
- Providing planned opportunities to discuss behaviour and feelings e.g. in adult supported 1:1 situations, small groups and whole class circle-time activities.
- Work with other children from St Alphege CE Infant School to model positive behaviour and to offer peer support e.g. sharing stories.

Challenging Behaviour

Adults in Sunbeams will intervene when behaviour is disruptive or difficult to manage.

We do this by:

- Being clear about the behaviour that is unacceptable
- Supporting the child to think of solutions to put things right.
- Providing time away from the situation to calm down and reflect before talking things through.
- Working together with parents/carers and families to share strategies and ensure we are giving a consistent message.
- Using other staff beyond the nursery to generate ideas for support.
- Involving Mrs Spinks in setting up plans that support a child in achieving our guidelines, with specific targets related to behaviour.
- Liaising with other agencies e.g. health visitor, specialist teacher service (STS), through the Early Years Local Inclusion Forum Team (LIFT) to access further support and advice.

Some behaviours are extremely concerning Incidents such as these will be managed on an individual basis and in a non-judgemental and appropriate way.

This may include:

- Removing the child from the situation.
- Seeking immediate support from other staff members.
- Contacting the parent/carer and request the child is taken home.
- On rare occasions: using positive handling techniques for the child's own safety and the safety of others (see Health and Safety Policy).
- Convening a meeting the same day, including a member of the Senior Management Team and the parent/carer, to identify ways forward.

Appendices

Appendix 1 - UN Convention on the Rights of the Child In Child Friendly Language

Appendix 2 - Steps taken by adults to model and promote positive behaviour

1. Approach children calmly and with an open mind

Walk over and get down to their level.

2. Acknowledge feelings

Say "I can see you're feeling hurt/cross/upset/angry"

3. Gather information from both sides

Say "What's the problem?"

"Use words to tell me..." / "Show me in the picture."

4. Offer choices to clarify

Say "Was it because... OR ... happened?"

5. Talk through the problem

Say "so the problem is..."

6. Ask for solutions and choose one together

Say "I wonder what we can do to solve the problem/help you feel better?"

7. Be prepared to give follow-up support

Closely support children at this stage to ensure positive actions are modelled and demonstrated next and give further support if needed over time.

Appendix 3 – Parent/Carer Involvement

Working in partnership with parents and carers is integral to the success of this Behaviour Policy. In order for it to work in practice, their contribution is vital.

We will achieve this by:

- Sharing the expectations of behaviour at Sunbeams, through informal and formal discussions with individuals and groups of parent/carers.
- Talking to individual parents/carers about all aspects of their child's behaviour on a daily basis, as well as at regular parent/carers meetings and through communication books and learning journeys.
- Being fair, non-judgemental and consistent when discussing children's behaviour with parents/carers.
- Providing extra support for parents/carers to help manage children's challenging behaviour e.g. through Inclusion support from Mrs Spinks or Family Liaison support from Gill O'Connell as well as support from outside agencies.

We hope that as parents/carers you will feel able to support this policy by:

- Informing us of any relevant changes to home circumstances which may affect your child's behaviour e.g. new baby, moving house, bereavement or separation.
- Re-enforce expectations of positive behaviour by talking to your child at home about behaviour expectations.
- Actively support staff at Sunbeams in implementing positive behaviour strategies.
- Be a positive role-model for your child.