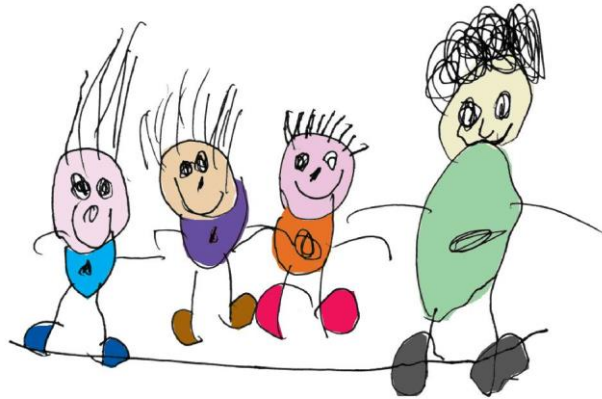


Positive Behaviour Policy



Broomhall Nursery School

Written By Natalie Bradshaw

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Our Aim

At Broomhall Nursery School, we believe in positive reinforcement of appropriate behaviour. Good behaviour is rewarded with praise and clear boundaries are set that are understood by everyone. Aims

It is our aim to:

- Ensure the safety of the children.
- Create a 'fair and consistent' environment in which children can learn and develop.
- Ensure that everyone is treated with respect.

A Positive Approach

We are committed to a positive approach to behaviour and the prevention or avoidance of unwanted or inappropriate behaviour. Desirable behaviour which we aim to encourage among the children includes:

- observing the rules of respecting themselves and other people
- accepting the authority of the adults in Nursery, and of their parents
- helping to care for the Nursery environment and property, indoors and outdoors the Nursery, especially those relating to safety
- being willing to share and take turns
- showing kindness to others
- participating fully in play and learning activities

Strategies to support and encourage positive behaviour

The most effective strategy for reinforcing desired behaviour is to reward it. The most successful reward is adult attention, positive attention - smiles, verbal approval and time:

- name the child
- "describe" what it is we are pleased about to the child
- share it with someone else or with the group
- tell parents about 'good things' - kind, polite, helpful things as well as work
- spend time with a child who is working well, quietly concentrating, co-operating and being helpful

Limiting negative attention

Staff should aim to:

- describe to the child very clearly and simply the undesirable behaviour we do not like and will not accept and, simultaneously, describe clearly and simply what we do want to see and hear

- make changes in behaviour in small steps, praising and encouraging even slightest progress in the right direction all the time
- Anticipate potential problem situations and eliminate or reduce practical difficulties before they arise. By observing what triggers difficult behaviour we can avoid it happening in the first place. It may be as simple as one child sitting next to another particular child

Our Curriculum

During the children's time at nursery, they are taught and immersed in examples of positive behaviour. This helps children to learn these skills and model positive behaviour themselves. As part of our curriculum we teach and model:

- Turn taking
- Sharing
- Politeness
- Making choices
- Routines
- Keeping safe
- Handling conflict

Agreed procedures

It is vital that all adults are clear about the consistent and confident enforcement of the rules and that everyone gives clear messages in an agreed way. We will:

- Make expectations clear to children and families
- We must always care for other people, their feelings, their property and the Nursery and never deliberately hurt or damage people or things
- Be always be kind and polite to everyone - children and adults
- Always take care when climbing outside or using large apparatus that we never push anyone or crash into anyone
- Never throw sand or other play equipment, indoors or outdoors
- Children are not allowed to be in any isolated part of the Nursery with the door closed without an adult, which includes; the kitchen, the sensory room, the office
- Children should not be in the garden without an adult

Adults should:

- Use sanctions when necessary e.g. remove a child from an activity/area. In case of extreme behaviour, a member of the school leadership should be involved.
- Discuss areas of difficulty with families as soon as they are identified in order to support efforts made at home and to help put in place agreed patterns of discipline in both settings.

- Seek support from external agencies if a persistent difficulty is identified which does not respond to school or home/school intervention.
- Deal with any verbal or physical violence towards children or staff immediately and assertively.
- If a situation is proving difficult to manage or a member of staff feels too involved and needs to extricate themselves from the situation, support should be sought or the child can be handed over to another member of staff. The Named Behaviour persons are Nancy Farrow/Natalie Bradshaw