

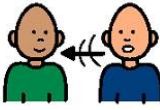
















Renfrew Street Nursery School

DRAFT Establishment Policy on Promoting Positive Behaviour

 <p>Kind Kangaroo says</p>  <p>gentle hands</p>  <p>kind words</p>  <p>good sharing</p>  <p>give a hug</p>	 <p>Safe Squirrel says</p>  <p>go slowly on stairs</p>  <p>use walking feet</p>  <p>good listening</p>  <p>be safe with tools</p>	 <p>Responsible Rabbit says</p>  <p>listen to adults and children</p>  <p>be a helper</p>  <p>look after the garden</p>  <p>tidy up</p>
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Introduction

Glasgow City Council's 'Promoting Positive Behaviour' articulates our commitment to the inclusion of all children and young people and our belief that they should fulfil their full potential whilst in our care. It has been informed by a range of key national and local documents in particular Glasgow City Council's revised Additional Support for Learning policy, '*Every Child is Included*' (2009).

Each establishment is required to produce and keep under a review, a policy on Promoting Positive Behaviour. This policy is derived from the Council's '*Promoting Positive Behaviour*' and will take account of the particular circumstances of this establishment.

Our nursery policy outlines how Renfrew Street Nursery Nursery will

- educate the whole child and develop their personal and social skills to ensure their own well being and that of others
- provide safe and stimulating learning environments for all children and young people that enable them to reach their full potential and become successful learners, effective contributors, responsible citizens and confident individuals
- ensure children and young people have regular opportunities to develop an understanding of their rights and responsibilities
- develop an awareness of consequence in children and young people
- develop a desire in all children and young people to participate positively and contribute at all times.

As with all our practice, it is dependent on a successful relationship with parents, carers and our children and young people. I hope you find the contents of this document helpful to you.

S Rivers

Steve Rivers - Head of Nursery

Strategies Employed

Our nursery operates a range of initiatives/strategies, which allow the nursery to promote positive behaviour at whole nursery level.

Strategies employed to create an engaging and empowering climate for learning

We strive to have a warm welcoming environment with a positive ethos which puts the needs of children first. All staff share a common vision and core values and promote a culture respecting children's rights and wellbeing.

We will work closely in partnership with parents during enrolment, settling in, and on an ongoing basis to ensure we are supporting children's progress. During the initial home visit, a personal plan is completed so that nursery is aware of children's needs. The personal plan is updated through the year to review targets for wellbeing and development.

Observations of all children's development and learning are made continually and are recorded in their learning journal/profile.

Regular discussions take place about progress of children, including at staff meetings and with parents at parent consultation opportunities both planned and on request.

Children are involved in agreeing rules at nursery and can state examples of behaviour which support the values of being Kind, Responsible and Safe.

The nursery environment is stimulating, warm, homely and engaging with a range of learning resources to support children to explore their own interests and fascinations as well as to participate in adult-led planned learning where appropriate.

Strategies employed to promote relationships built on mutual trust and respect

Staff will use consistent language in promoting positive nursery values and in guiding children when their behaviour is not positive. This language forms part of the nursery values and rules and is reviewed and discussed at staff meetings, through behaviour support plans where necessary and through ongoing support and supervision.

A keyworker system is in place which, along with home visits, provides a nurturing and supportive climate for children's needs for positive attachment to be recognised and met.

Staff model positive relationships and interactions through their own respect and interactions with each other, providing a warm, supportive and fun climate for learning and for work. Staff can demonstrate a high level of consistency in

their interactions with children so that children are not in any confusion as to expectations of their behaviour and the response that they will receive from adults.

The nursery settling in process is responsive to children's individual needs and parents are asked to work closely with the nursery keyworker to agree appropriate timings of settling in in order to reduce unnecessary anxiety of distress of children.

Strategies employed to encourage improved relationships, engagement, motivation and emotional wellbeing.

These include:

Children are encouraged to follow positive nursery values of being safe, kind and responsible and are given regular opportunities to talk about what these look like, examples of this are recognised and praised. The nursery values and rules are displayed in each room and shared with parents to encourage reinforcement of this at home. There is a puppet for each value – Kind Kangaroo, Safe Squirrel and Responsible Rabbit – the animals were chosen by the children. The puppets enable the values and rules to be discussed in an engaging, positive and child-focussed way. Praise and encouragement forms the basis of interactions with children.

The labelling of emotions is encouraged on a frequent basis, including both positive emotions and happy and excited and negative emotions such as anger, according to a child's language ability and stage of development. It is recognised that children may need a lot of support to recognise and label their own emotions before being able to manage them and to recognise them in others.

Initial responses to minor negative behaviour include distraction, redirection, simple language, selective ignoring and are based about an ethos of making routines, rules and expectations clear.

Nurturing approaches form a part of the ethos, training and development at nursery in conjunction with Glasgow-wide promotion of Nurture. The nurturing principles are embedded within practice at Renfrew Street Nursery:

- Children's learning is understood developmentally
- The nursery offers a safe base
- Nurture is important for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- Transitions are important in children's lives

Self-regulation and the development of executive functions are aspects of children's development recognised within the nursery ethos, planning and curriculum. This recognises that the skills needed for children to manage their

emotions and behaviour (as well as their learning) are developmental skills which have to be learned, practiced and supported appropriately.

The Paths program (Promoting Alternative Thinking Strategies) is used with all children, particular pre-school children, to promote positive social relationships and emotional literacy.

Emotional wellbeing forms a significant part of the daily curriculum and includes opportunities to talk about emotions, relationships through the use of books, activities, home links and group times.

Opportunities to participate in continuing professional development are offered to staff to allow them to develop appropriate skills, including many of the above approaches. Staff meetings offer opportunities to reflect upon how behaviour is supported and enable high quality reflection and learning for practitioners.

Response to Disruptive Incidents

Sometimes, despite staff trying to ignore, distract or calmly intervene in negative behaviour, it may escalate to being more disruptive which can impact on the health and wellbeing of the child or on the health and wellbeing of other children or adults.

It is important at times to be assertive with children when supporting them during disruptive incidents. A child may be led by the hand and encouraged to calm down away from other children however this should always be in a supportive way, but making clear that the behaviour needs to change. A child resisting being led to a safe space should not be forced. Sometimes it is more appropriate to move other children away when there is a disruption or safety issue due to behaviour.

A supportive climate between staff is maintained when dealing with disruptive incidents – discussion and debrief as a way of professional learning from incidents is key.

Nursery will work closely with parents where there are patterns of repeated disruptive negative behaviour, and sometimes a behaviour support plan will be agreed with parents to try to support the child and reduce instances of negative behaviour. All behaviour is regarded as communication, in accordance with a nurturing approach. Concerns about behaviour will be shared sensitively with parents, maintaining confidentiality of children and families.

Behaviour support plans may be put in place. These involve clear plan for how to prevent behaviour occurring (what the triggers are and what supports for a child are required) and how to respond to instances of negative behaviour, to ensure the best possible support for children and to maintain

consistency between responses of adults in the nursery as well as consistency between home and nursery.

Focussed observations may be required to determine causes and triggers for negative behaviours or whether they arise due to a wellbeing concern for the child.

Key questions for practitioners to discuss and consider include:

- Does the child have the skills needed to manage socially/emotionally in situations (e.g. waiting, taking turns, resisting impulses)? How can they be supported to gain these skills?
- Are the expectations of the child developmentally appropriate? Is this behaviour to be expected at this child's stage of development?
- Does the child typically receive praise for what they do well?
- Is the child engaged in play and learning? Are they bored?
- Do staff interactions act as a trigger and need to change?
- Does the daily routine affect the child (tiredness, hunger)?
- Does the child understand what is being asked? Are expectations clear and consistent?
- Has the child had time to finish their activity and been given sufficient warning?
- Is the child looking for attention?
- What might distract the child?
- Is the child's wellbeing considered – are they tired, hungry, anxious?

What is not acceptable:

- Shouting across a playroom, or shouting at a child
- Language which makes a child fearful
- Demeaning or belittling language, sarcasm
- Losing your own temper
- Labelling a child (e.g. as a "bad/naughty child")
- Restraining a child or forcible removal of them from a situation

If behaviour is disruptive and recurrent, further support may be sought according to the Staged Intervention Process (see below) with parental consent and involvement.

Meeting learning needs through Staged Intervention

Our nursery ensures that all children and young people, including those who come from vulnerable families and require significant input from partner agencies, will become successful learners, confident individuals, responsible citizens and effective contributors.

We believe that early intervention and a co-ordinated approach by education, social services and health services are essential in enabling the most vulnerable children, young people and their families more choices and chances to achieve.

We ensure that children and young people receive support at levels required to meet their additional support needs by using Glasgow's Staged Intervention Model.

Stages 1 and 2

Learning needs are met within establishment, for example through:

- Personal Plans and target/next steps setting;
- Personal learning profiles/learning journals
- Group learning plans with differentiation
- PAThS groups offered to all children
- Social and Emotional wellbeing promotion through the curricular experiences offered and resources held by nursery

Children may be referred to multi-agency support meetings for advice and guidance with the consent and involvement of parents. These include Staged Intervention and Inclusion Meetings (SIIM) and Joint Support Team Meetings (JST).

Stage 3

Teachers, learning support staff, pupil support assistants, Child Development Officers, visiting teachers and other professionals liaise regularly to provide a holistic approach to planning to meet needs through an Additional Support Plan (ASP) which closely involves parents in planning for meeting the child's needs.

Stage 4

A multi-agency approach is taken to plan for children and young people who are vulnerable. This will take the form of an Additional Support Plan (ASP) or Co-ordinated Support Plan (CSP) and may involve direct involvement of visiting professionals.

Quality Assurance

The Promoting Positive Behaviour Policy will be monitored and reviewed regularly within the nursery's audit and review process. Parents and whole staff team will be involved in this process.

Policy consultation: staff team at team meeting 10/9/19

Policy revised Sep 2019

Policy review Sep 2021