

Cornhill Nursery ~ Positive Behaviour Policy



Introduction

Children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else.

At Cornhill Nursery we aim to :

- provide a safe, secure, engaging and happy environment in which children can learn through play;
- adopt a nurturing approach, fostering and developing self-esteem;
- encourage independence and promote confidence and resilient attitudes;
- teach respect for the rights of self, and of other children, and reward responsible behaviours and choices;
- engage with children, their families and other agencies to support the emotional wellbeing of all.

Positive Behaviour Scheme

At Cornhill Nursery we operate a positive behaviour scheme using the **SHANARRI** indicators, where staff ensure the children are;

Safe, Healthy, Active, Nurtured, Achieving, Responsible, Respected & Included at all times.

The children also learn to express an understanding of these indicators and put them into practice.

Procedure

- Children demonstrating any of these qualities are praised, and staff explain what it is they have seen that they liked, and which indicator their behaviour relates to.
- Children demonstrating any of these qualities have their peg clipped on to the corresponding SHANARRI flag on the nursery display.
- Children can nominate any of their peers to be placed on one of the flags, by explaining to staff what the child has done that merits this, and by saying which indicator it matches.
- Children are rewarded with a sticker to show they have displayed desirable behaviour.
- At pick up time, staff encourage children to show and/or tell their parents if they have been placed on one of the SHANARRI flags.

Restorative approach

If a child is finding it tricky to follow some of the rules in nursery, we use a restorative practice approach which involves talking to and reasoning with the child and explaining how they could resolve similar problems should they occur in the future.

Procedure

- Children are given 'Thinking Time' to process the situation. (The length will be relative to the developmental stage and age of the child.)
- A member of staff will then talk to the child and will ask them to explain what happened.
- The adult and child will discuss future choices of behaviour in similar situations.
- The child will be encouraged to offer to say/do something to make amends and restore the relationship.

Guidelines for promoting positive behaviour

The role of the adult ;

- Staff will look for opportunities to use praise as a means of reinforcing examples of desirable positive behaviour such as turn taking, kindness, helpfulness and willingness to share toys, games and equipment.
- Adults will react calmly to negative behaviour.
- Children who are not behaving within the expected boundaries of the nursery department will be given one-to-one adult support in working towards an understanding of what went wrong and establishing a better outcome.
- The nursery team will discuss recurring problems. The team will be aware that some kinds of behaviour may be indicative of, or arise from, a child's special needs. Targeted observations may establish a pattern, or signal the cause.
- Nursery staff will suggest and model problem solving strategies in order to come to a positive solution and to equip the children to adopt strategies which will enable them to deal with any situations that may occur in the future.
- The nursery team will work in partnership with the parents and try to gain their cooperation in promoting and reinforcing positive behaviour at home. Findings, tactics and strategies to overcome or modify the behaviour will be shared and discussed.

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