

Hanover Street School

(Nursery)



Positive Relationships & Behaviour Policy

<u>Relevant Performance Indicators</u>		
<i>HGIOELC (2016) & HGIOS4 (2015) Quality Indicators</i>	2.4 2.5 2.7 3.1	Personalised Support Family Learning Partnerships Ensuring wellbeing, equality and inclusion.
<i>Health and Social Care Standards (2017)</i>	2.3 2.15 2.18 2.25 3.9 4.1	I am supported to understand and uphold my rights. I am enabled to resolve conflict, agree rules and build positive relationships with other people as much as I can. I am supported to manage my relationships with my family, friends or partner in a way that suits my wellbeing. I am helped to understand the impact and consequences of risky and unsafe behaviour and decisions. I experience warmth, kindness and compassion in how I am supported and cared for, including physical comfort when appropriate for me and the person supporting and caring for me. My human rights are central to the organisations that support and care for me.

Policy Written By	In Consultation With	Date(s) of Review	Date of Next Review	Changes Made	Signature(s)
Gillian Forbes, Depute Head Teacher	Parents, pupils and school teaching staff	November 2018 May/August 2019 August 2019	February 2020	*Additional Nurture UK info. *Additional Rights Respecting Schools info. Updated Golden values *Updated ASL Code of Practice *Updated links to web pages and other school/Council policies	<i>Gillian Forbes</i>



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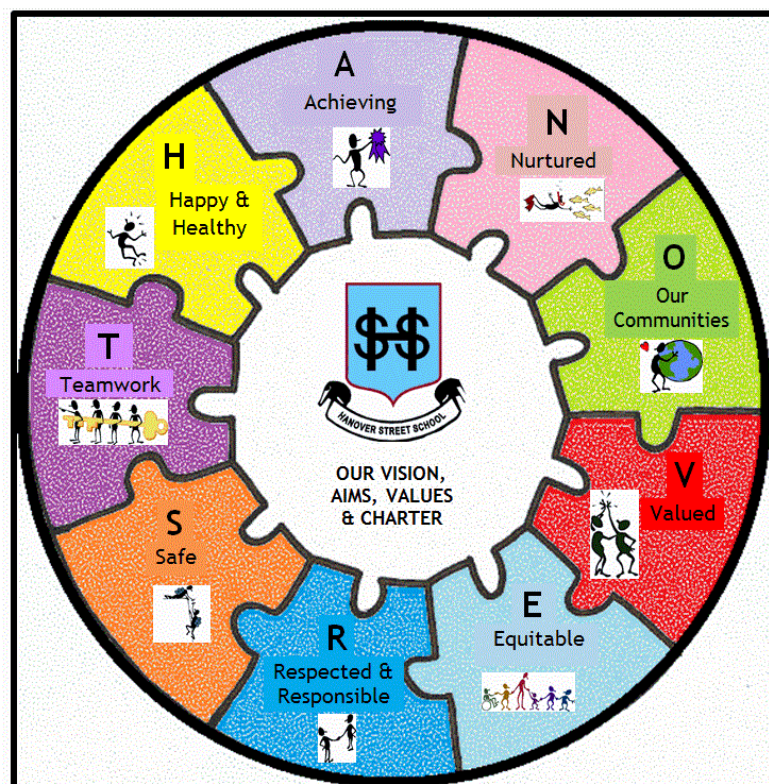
1. Rationale & Aims

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 Hanover Street School Nursery, we aim to:

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

These can be summarised by the school's charter, which is shown below and displayed around the school.





2. Achieving our Objectives

In fulfilling these aims, Hanover Street School uses a variety of approaches. These all include a focus on developing children’s emotional Health and Wellbeing, by adopting:

i. Rights Respecting Schools

The [Rights Respecting Schools Award](#) (run by UNICEF, UK) puts children’s rights at the heart of schools. Hanover Street School is a Rights Respecting School. We received our “Bronze Award: Rights Committed” in March 2017 and aim to continue extending our [journey](#).



We believe our children’s rights should be and are respected, and most importantly, **realised**. As a nursery, we focus on promoting rights and respectful behaviours, rather than punitive approaches such as “rules and consequences.”

ii. Nurturing Principles



In November 2018, Hanover Street School enrolled in the [National Nurturing Schools Programme](#). This programme allows staff to develop and embed a nurturing culture throughout their schools, enhancing teaching and learning, promoting healthy outcomes for children and young people, all by focusing on

emotional needs and development as well as academic learning in a whole-school environment.

The programme takes place over a two-year period, after which, we hope to gain recognition for our efforts in achieving a higher level of nurturing provision. Hanover Street School will be assessed by Nurture UK and hopefully awarded the **National Nurturing School Award**.

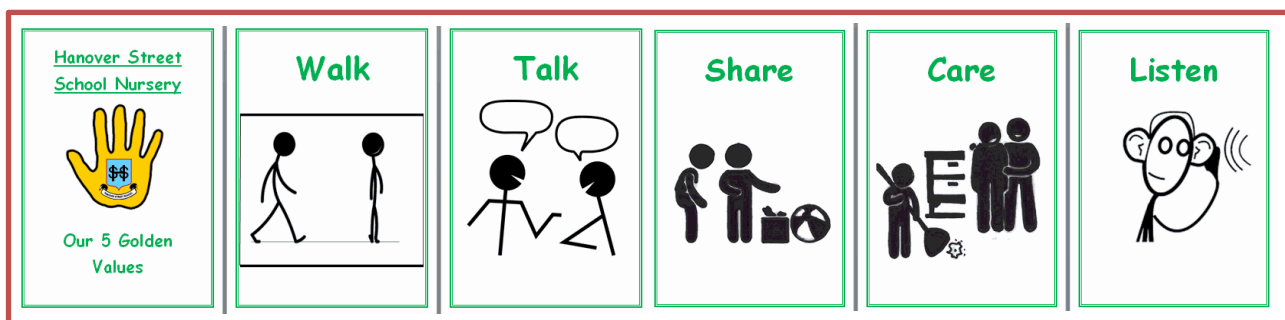
Simply, as a nurturing school, we are guided by, and place a large value and emphasis on the 6 principles of Nurture to meet the needs of each child. On enrolling at our nursery, each child will spend time with their key worker to promote the development of a positive relationship and secure bond/attachment.





iii. 5 Golden Values

Our 5 golden values (as have been discussed and agreed at nursery) will be explained to all newcomers - children, parents and staff. Together, they can be modelled at both home and nursery, and regularly revisited. The following posters are displayed in nursery and referred to often. The 5 golden values are: **Walk, Talk, Share, Care & Listen.**



Here are examples of what they mean and ways they are explained and illustrated in nursery.

Walk	Talk	Share	Care	Listen
<p>Look where you're going, use your walking feet.</p> <p>Walk when entering, leaving, or in the nursery.</p> <p>Use the bannister when walking on the stairs.</p> <p>Walk around things, not over things.</p> <p>Stay in your space when walking in a line.</p> <p>Keep running for outside or in the halls.</p>	<p>Use indoor voices (no screaming).</p> <p>Ask questions Speak in a clear big girl/boy voice.</p> <p>Ask for help.</p> <p>Tell the truth.</p> <p>Use nice words.</p> <p>Use manners- say please, thank you, excuse me, well done.</p> <p>Spread good stories.</p> <p>Don't talk to strangers.</p>	<p>Take turns with toys.</p> <p>Share your teachers and friends.</p> <p>Join in activities.</p> <p>Play with others.</p> <p>Share what you can do - help others by showing them what to do.</p>	<p>Look after people.</p> <p>Tidy up / put things back where they came from.</p> <p>Include others/let them join in.</p> <p>Tell a teacher if you or someone else is sad.</p> <p>Give people a smile/hug when they need it.</p> <p>Care for yourself - try to do something on your own - put on your coat, etc.</p>	<p>Use listening ears.</p> <p>Listen to others - mums, dads, teachers, friends.</p> <p>Put your hand up or wait if someone else is talking.</p> <p>Think about what you're listening to - take time to think before answering questions.</p>

In May 2019, to promote further listening, sharing, caring, walking and talking, and better play and learning, we have also introduced, **“STOP means stop!”**



STOP means stop!

iv. Praise and Reward

Specific, meaningful and individualised praise will be used to reward and reinforce positive behaviour and choices, successes and achievements. These may include verbal feedback to children and shared with parents, and other rewards such as being a helper for a ‘special job,’ a leader in an activity, choosing a certain friend to play with, etc.

v. Solution Focused & Restorative Approaches

Restorative Practice is a way of working with children that acknowledges the central importance of effective relationships in schools. It places particular emphasis on developing respect, empathy, social responsibility and self-regulation.

Restorative Beliefs

- Children are social beings – they prefer to feel they belong rather than to feel isolated or rejected.



- Children develop a sense of fairness, justice, right and wrong.
- Children change and their behaviour can change.
- The way I work with and relate to a child can influence his/her feelings, thoughts and actions.

We will use restorative approaches (restorative conversations, problem-solving circles, etc.) to develop respect for the rights of others. Instead of 'getting into trouble' and using punishment, we will encourage and lead restorative conversations where children can:

- admit to and take responsibility for their actions;
- hear and empathise with the feelings of others – that is the consequences of their actions;
- discuss future possibilities /choices of behaviour in similar situations;
- offer to say/do something to make amends (therefore **restore** the relationship).

vi. Communication Between Staff, Pupils and Parents

- Children's key workers will aim to meet with every parent and child either before or soon after induction to discuss their child's physical, social, emotional and learning needs and how best to support these in nursery. Regular communication with parents will take place to ensure consistency in working together in the home/school partnership.
- Using their knowledge of child development, staff will communicate any concerns about children's behaviour as soon as possible in a sensitive but honest and transparent way. Together, solutions and support strategies will be sought. If it is felt that guidance or information from other professional agencies (e.g. health visitors, educational psychologists, charitable organisations) would benefit the child and/or family, this will be discussed openly and honestly with parents, with support from the Senior Leadership Team. Discretion and permission will be respected, as in line with our Information Sharing & Confidentiality Policy.



- If parents have any concerns regarding the behaviour of children other than their own, please do speak to a member of the team. We encourage this as a first point of action, rather than addressing potentially sensitive issues with other parents.
- Where we feel that children's behaviour is the communication of trauma/upset, we will follow our Child Protection Policy and Procedures. This may mean contacting other agencies (e.g. Police or Social Work) before communicating with parents.
- If for any reason, parents wish to discuss something of a sensitive nature, please ask to use a private space (e.g. meeting room or DHT office).

3. Expectations of the School Community

***Please see over for our clear list of expectations for all members of our school community.**

***These lists are only examples and are not exhaustive, aiming to provide consistency and guidance.**



Expectation of Staff

- A strong understanding of the concept of “**universal support**,” focusing on delivering learning to meet individual needs.
- Promotion of positive, caring, nurturing, inclusive, fair ethos, climate and relationships.
- Devising and refreshing class charters, relating to school charter and needs of class/pupils.
- Provide a safe and secure classroom environment.
- Use of positive, rights respecting language and modelling behaviour and mutual respect for all of school community.
- Responsive to children’s needs - personal learning/individualised education planning with regular analysis and evaluation of successes/areas for development, undertaking career-long professional learning as required.
- Provide children with regular opportunities to discuss their learning, development, relationships and/or behaviour.
- Provide additional or “targeted support,” tailoring it to pupils’ individual circumstances, removing barriers to learning as far as possible.
- Allowing pupils appropriate choices and opportunities to achieve positive outcomes.
- Communicate and record information clearly with relevant staff, parents, partners and agencies.

Expectation of Parents/Carers

- Acknowledgement of parental role as prime/first educators.
- To work together/in partnership with the school and other agencies.
- Attendance and punctuality for pupils and parents (e.g. at start and end of day).
- For children to arrive, as far as possible, in a positive mind-set, appropriate labelled clothing/belongings, ready for learning (adequate sleep, nutrition, etc.).
- Modelling respectful behaviours – especially in and around school.
- Open communication – share important information with us.
- Support with homework, other learning tasks and home/school communication systems.
- Discussion of relationships and behaviours at home, with a positive mind-set.
- Asking for support if/when required – we can access many agencies/provide some useful strategies to support at home.
- Respecting the confidentiality and needs of other children and families.

Expectation of Pupils

- Follow the 5 Golden Values in Nursery as best you can.
- Show respectful behaviour to **all** members of staff and pupils.
- Be respectful of people’s space.
- Be respectful of resources and property.
- Choose safe behaviours, make others and **you** feel safe.
- Ask for help when you need it.
- Accept mistakes and failure – this is an important part of learning.
- Value others’ opinions/feelings.
- Use your best efforts.



4. Inclusion/Additional Support Needs (A.S.N.)

Inclusion

Curriculum for Excellence is an inclusive curriculum from 3 to 18 wherever learning is taking place. Equalities legislation has been put in place relating to race, gender, age, disability, religion or belief and sexual orientation.

Additional Support Legislation

The [Additional Support for Learning](#) legislation in Scotland also promotes inclusion. There is a duty to provide additional support for learning when any child or young person needs support for whatever reason. [Supporting Children's Learning Code of Practice](#), the statutory guidance which accompanies the Additional Support for Learning Act, explains that there is a range of factors that may give rise to a child's additional support needs. These include the learning environment that the child encounters, social and emotional/behavioural factors, health and disability and the child's family circumstances.

Support at Hanover Street School Nursery

Any child may require additional support at times in their education career. This may be short or long-term, according to the needs of the child. At Hanover Street School Nursery, we aim to offer high quality universal and targeted support, including all children/families, catering for their needs/interests, as far as possible.

The needs of the child or young person should always be central to the identification, planning and provision of support. Support should be *appropriate*, *proportionate* and *timely*. At Hanover Street School, we aim to adopt and utilise an extensive range of approaches through school and multiagency assessment, planning and provision for children and families.

We encourage children and families to include others, respect similarities/differences, promoting empathy and understanding. This will further remove barriers to participation, learning and achievement so that inclusion and equality are promoted and a high-quality education for all is developed and sustained.



5. When Children Show Distressing Behaviour

There will be a wide range of home/social experiences within the nursery group. Children learning about play and 'relationships' will inevitably experience minor upsets and conflicts. This is recognised as an important part of growing up.

All children will at some time demonstrate distressing, challenging or even unsafe behaviour, as part of learning.

- As far as safe as possible, negative behaviours will be deliberately ignored as to not reward the behaviour with attention. When behaviour has become positive, this will be recognised with praise and encouragement, therefore redirecting and reinforcing success.
- Children's attention will be diverted/distracted when negative situations are caught early and if any trouble is anticipated.
- When staff do intervene, explanations and instructions will be short and simple ("KISS – Keep it Short and Simple") using a calm but assertive voice, being specific, telling the children what needs to be done, phrasing the words positively e.g., "Pick up the toys, please" and not "Don't leave things all over the floor!"
- Body language and serious facial expressions will be used to support a clear message – e.g. frowning, not laughing or smiling.
- Children will regularly be involved in child-friendly risk assessments to develop responsibility and understanding of behaviour expectations.
- **"Stop" means "Stop."**
- Occasionally, when dangerous behaviour has occurred, staff may need to act to ensure the safety of the child(ren) or staff. If a child needs moved or removed, our staff follow our Physical Intervention Policy.
- Staff will inform parents as early as possible so that a consistent approach between home and nursery can be developed.
- In line with Health and Safety guidance, records may be kept of incidents (e.g. near misses) so that we can help monitor the frequency of incidents and identify support needs.
- A supportive approach will always be used - if a child needs some "time out" to calm down or self-regulate from a situation, they will be supervised by an adult so that behaviour can be supported and discussed/explained as/when appropriate. "Time out" will not be given as a punishment.



6. Links with Other School and Early Learning and Childcare Policies

The principles and ethos contained in this policy is supported by the implementation of the following other policies:

- [Positive Relationsh](#)
- [Acceptable Use Policy for Computer/Internet – For Pupils](#)
- [Physical Intervention Policy – April 2018](#)
- [Aberdeen City Council Anti-Weapon/Knife Crime Policy](#)
- [Relationship, Sexual Health & Parenthood Education \(RSHP\) Policy – November 2018](#)
- [Dealing with Incidents of Biting – September 2019](#)

7. Summary

Finally, parenting is certainly challenging yet extremely rewarding. Working in a nursery and supporting a diverse group of children and families is also challenging but rewarding.

This policy, and the others detailed above, offer guidance and consistency of approach for our team and in developing clear links between home and school.

*Parents, please see appendix 1 for some “handy hints” for promoting positive behaviour at home.



Positive Behaviour Policy

APPENDICES



Appendix 1 – “Handy Hints” for Promoting Positive Behaviour at Home

- Ignore when (and if) possible.
- Divert and distract, especially if your child is younger, or if you catch a situation early enough and anticipate trouble ahead.
- Set clear limits and stick to them. For example, if you ask a child to put away some toys, see it through. Even if you have to give a lot of encouragement or a little help.
- Choose only the most important things to correct. If you constantly tell a child off, it loses its effect.
- Explain briefly why you are telling a child to do (or not to do) something. “Because I say so” teaches a child nothing.
- Make explanations and instructions short and simple – especially if the child is quite young or may have a language problem.
- Be specific - tell the child exactly what you want rather than a vague instruction to “be a good girl/boy”.
- If you want something done, tell (instruct), don’t ask. “Are you going to pick that up?” invites the answer “No!”
- Give clear messages. For example, if you say, “No, don’t do that”, make sure your face is serious with no hint of laughing.
- Show that you are pleased (with praise, smiles, etc.) when the child is behaving well and has done what was asked.
- Use your voice, face and body to reinforce the message you want to get across.
- Find out and talk about the feeling(s) that are underlying the behaviour, so the child learns that the **feelings are acceptable, but the behaviour is not.**
- Think the best of children and try to see it their way. If they do not do what they are told, try to think why rather than assume they are being disobedient. There may be a conflict of interest, or a lack of understanding, rather than a deliberate attempt to provoke.
- In cases of misbehaviour, make clear to the child that it is the behaviour and not the child that is unwelcome.
- Work together with nursery staff – keep us informed of any changes in behaviour (good or bad!) and share any possible reasons for this.
- ***Try to keep as calm as possible. If a child is deliberately trying to annoy you, as hard as it can be, don’t rise to the bait!***