

## Positive Behaviour Policy

Please take the time to read this leaflet which outlines our behaviour approach and systems for the early years. If you have any questions, please talk to your child's class teacher or nursery officer.

### Aims

Jubilee aims to ensure the good behaviour of all pupils through a combination of high-levels of both nurture and structure.

Our trauma-informed approach is embodied by our aspiration to build a nurturing, caring ethos which permeates our school environment.

We aim to create a structured and safe environment through the use of strong routines, consistently high expectations and high aspirations for all our children.



### Our approach:

We promote positive behaviour in our school through high expectations and consistent routines and systems.

We recognise the crucial importance of strong nurturing relationships between staff and children working alongside parents and carers.

We are an inclusive school and recognise the specific needs of varying groups of children including those with SEND and those who have experienced trauma.



### Our approach rests on our acceptance that:

- All members of our school community deserve respect and care and to feel safe.
- 'Kids do well, if they can' (Stuart Ablon). We believe that all children can and want to behave, but some need more support than others to do so.
- All behaviour is communication, the expression of a need or a way to overcome discomfort. It is our job as professionals to best support children so that they can behave, learn and flourish.
- Children should not be intentionally shamed or humiliated

## School Values

At Jubilee, we value **RESPECT, EXCELLENCE** and **FRIENDSHIP**. At the beginning of the year children discuss with their teacher what our values mean, and what kinds of things they can do to show them.

For example, we can show **respect** by listening to our classmates during a class discussion, and applauding when someone has given a performance. We can show **excellence** by working hard and always trying our best. We can show **friendship** by including everyone in the playground and helping others when they are hurt or upset.

## Praise and Rewards

We praise and reward children for showing the school values in the choices they make about their behaviour and their learning. Adults in school are constantly looking to praise children and reinforce positive behaviours and attitudes. Extrinsic rewards are framed as a proxy for the true reward: learning.

Behaviour in the early years is closely linked to 'personal, social and emotional' development within the curriculum and it is acknowledged that children are beginning to learn the norms of school behaviour. There is a clear set of 'Dos and Don'ts' that is referred to from Nursery to Reception displayed in the classroom. Children's understanding of these expectations is developed over time through circle time and discussions.

**We also recognise and celebrate positive behaviour for learning by:**

- Continual positive praise (staff aim for 20 positives for each reminder)
- Positive praise using fun actions and phrases
- Stickers for effort
- Phone calls and texts home
- Being sent to the head teacher to show wonderful work



## Emotional regulation– the 3Rs

We know that children are sometimes overwhelmed by their emotions and can behave in ways that are particularly challenging. We realise that in these circumstances, the child needs close support to calm down and feel safe. Wherever possible, the child should be supported by an adult with whom they have a close and trusting relationship. Following the guidance from [Beacon House](#), the following process would be followed:

**Regulate** - help the child to calm down through movement, breathing, taking to a safe space etc.

**Relate** - connect with the child to let them know that they are understood and they are safe.

**Reason** - when the child is calm, consider together what went wrong and how this situation could be avoided again in future. Discuss possible reparations together (i.e. tidying any mess, writing a letter of apology to somebody who was hurt). Be aware that the child might need a significant amount of time before they are ready to engage in rational conversation about their behaviour.

## Managing physical contact in the early years



Our primary aim for children in the Early Years is to enable them to feel safe, secure, self-confident, and in the best condition to learn. Staff are responsible for promoting the development of young children, based on secure attachment and emotional security. We also recognise that all staff, including volunteers, have an active part to play in protecting our children from harm.

At times, children may need more reassurance or comfort than words can give. After a child has been comforted with words, a hug may be offered to support the child. On every occasion, a child should be asked if they want a hug. Good quality practice in early years encompasses a full understanding of safeguarding.

## Managing inappropriate behaviour

A child may be asked to sit out in the classroom with an adult to create a break in undesired behaviour. The child will be encouraged to reflect quietly on the events that have led to the Thinking Time. This will always be followed up with a discussion with a practitioner.

## Additional Support

If a child is regularly behaving in a way which is impacting their learning and wellbeing, and that of those around them, the team around the child will firstly examine what is going on around the child to see what they might be trying to communicate through their behaviour and secondly assess what the child may be gaining by behaving in this way, which could encourage them to repeat the behaviour.

Using the approaches outlined in the school's main behaviour policy, staff and families work together to build a supportive team around the child, agreeing strategies to help the child manage their emotions and behaviour.

