



Values & Principles

At Histon Early Years Centre we believe that a clear and positive code of behaviour enables all children, staff and parents/carers to have a clear understanding of what is expected and valued in terms of behaviour.

We recognise the inseparable link between teaching, learning and behaviour.

We take necessary steps to ensure that every child is given an equality of opportunity to develop socially, enjoy community life, to learn and fulfil their potential. We recognise that all behaviour is a form of communication for children.

In order for children to feel safe and secure we believe they need to have a clear understanding of behaviours that are appropriate and acceptable to the situation. We believe this is vital to ensure the security, confidence and well-being of all children, and to create a safe supportive and happy environment in which to grow and learn.

The Centre believes that positive behaviour is the responsibility of everyone including children, parents, carers and staff and has a zero tolerance of physical or verbal violence towards others.

Aims

- For school and home to work together consistently to promote positive behaviour, with adults and children listening to, respecting and responding to each other's opinions.
- For all staff and parents/carers to be familiar with the school's behaviour policy.
- For all staff to use a consistent approach to all aspects of children's behaviour.
- For all children to understand the need for everyone to be treated fairly, kindly and with respect irrespective of gender, race, disability, religion or age.
- For children to enjoy being treated fairly and consistently, and to experience the sense of security and well-being that this brings.
- For positive behaviours to be reinforced.
- For kindness to be valued, encouraged and celebrated.
- For children to understand and express their feelings about different aspects of behaviour and to grow to understand the feelings of others.
- For all aspects of difficult or negative behaviour to be addressed sensitively with understanding of the feelings of all children concerned, and without damage to each child's self-esteem.
- To ensure minimal risk of injury to children and staff in the case of any aggressive or challenging behaviour through positive handling.

Adults as role models

Staff model positive behaviours in the following ways:

- Quiet, calm voices and expressions
- Establishing positive relationships with children e.g. greet and be greeted, speak and be spoken to, smile.
- Modelling expectations e.g. walking when inside, not sitting on tables
- Using non-threatening body language (at child's level)
- Using positive language which emphasises desired behaviours
- Using descriptive praise e.g. 'good talking' rather than 'good boy'
- Responding to behaviours differently based on developmental and emotional needs

Strategies in Practice

Staff:

- A clear behaviour policy is in place, and a copy is given to all staff and is available to parents and carers.
- Staff agree an appropriate and consistent approach to children's behaviour, through sharing and discussing the behaviour policy initially at a staff meeting, and then during ongoing discussion about individual children and their needs.
- Information about individual children's behaviour and strategies being used is shared with all staff to ensure a consistent approach.
- Staff reinforce positive behaviour through praise, discussion with individuals and with groups to highlight its value. This is also shared with parents and celebrated at formal consultations and informally on a regular basis.
- Staff focus on de-escalation and preventative strategies rather than focussing solely on reactive strategies.
- Staff undertake appropriate training related to all aspects of behaviour and its management.
- If physical restraint is necessary, the method and use will be outlined in an individual behaviour plan drawn up by staff and/or specialists and agreed with parents. Each incident will be recorded and the people involved will be debriefed.
- Advice will be sought from specialists with regard to the behaviour of individual children where appropriate.
- Through home visits, liaison with playgroups and other previous settings and, through an initial assessment and settling period, staff ensure that they have a clear idea of each child's usual pattern of behaviour as part of their personal, social and emotional development at the time of entry to the Centre.
- The progress of each child is carefully monitored and records kept by key workers, with regard to behaviour as part of personal, social and emotional development and particular note made of any changes.
- Any changes in a child's behaviour which give rise to concern will be shared with parents so that staff are aware of any causes and staff and parents will work consistently together to support the child.

Children:

- Children have opportunities to discuss feelings related to different aspects of behaviour, both positive and negative, during which staff help them to understand their own feelings and those of others.
- The effects of different types of behaviour are explored through books, story sacks, puppets, role-play etc. to help to develop understanding.
- Children are given appropriate strategies for positive interactions with others, and for dealing with incidents of negative or challenging behaviour displayed towards them.
- Children take responsibility for their behaviour and attempt to make amends when things go wrong.
- Children develop self-regulation techniques.

In a situation where a child's behaviour or actions adversely affect their own well being or that of other children, or where other children's learning and play are being significantly disrupted, the following steps will be taken by staff:-

- 1) Discussion with the child to explain the consequences of their behaviour.
- 2) The child will be given another opportunity to play appropriately.
- 3) If this has not succeeded, the child will be asked to spend a short period of "thinking time out" to consider their actions.
- 4) Staff will talk with the child again and support the child in rejoining the group.
- 5) Where there are cases of persistent inappropriate behaviours the Centre will inform and work with families to support and address it. In the event that this is not resolved more serious action may need to be taken such as a reduction in hours of attendance.

Positive Handling strategies – All staff with responsibility for the child or children's safety and welfare will be trained to deal with incidents of dangerous or aggressive behaviour, and only use physical intervention as a last resort in line with DfE and LA advice. If used at all it will be in the context of a respectful, supportive relationship with the pupil, and in agreement with the child's parents in accordance with the child's individual behaviour plan.

New Measures - COVID-19

This positive behaviour policy is to be used in conjunction with our COVID-19 measures that are in place – including risk assessment and policy in place alongside the latest government guidance for the opening of schools to ensure that all pupils and staff are safe. If there are any concerns about a child being able to adhere to the new guidance and expectations then parents/carers can contact the setting's SENCO and Inclusion Lead (Nikita Fay) to discuss reasons: nfay@histon.cambs.sch.uk

Altered routines have been put into place to maintain social distancing measures and to prevent large groups:

- We have staggered our collection and drop off times to avoid queuing – there are feet spray painted on the floor to help families maintain the correct distance if needing to queue
- Children and staff have been put into bubbles – these will not mix or cross paths to avoid cross contamination
- Each room 'bubble' will use its designated entrance upon entry to the setting and go straight to their 'bubble'
- 'Bubbles' will not use any communal areas but will have designated spaces – both indoors and out.
- Staff will be within their own bubble and will not have communal use of the staff room and socialising areas, toilets are also designated for each 'bubble'
- Children will not initially be free flowing – until we have updated guidance measures.
- Parents/Carers will not be allowed to enter the building and will say goodbyes outside
- Children are not encouraged to bring in toys, comfort items or other 'additional' items from home
- Resources that are regularly touched by various children (pens, pencils) will be swapped out daily and cleaned ready for the following week – pens are separated into bags labelled with days of the week
- Children will not be encouraged to play in small, enclosed spaces together
- Children will be encouraged to play outside as much as possible

Hygiene measures have been increased to ensure the setting is suitable sanitised and cleaned:

- Parents/carers are asked to sanitise their hands upon entry of the grounds – sanitiser is available at each entrance
- Children are asked to wash their hands at the outdoor sinks before entering the building
- Handwashing songs have been introduced and children are encouraged to wash their hands more often than usual and for 20 seconds
- Windows will be open to ventilate each bubble as much as possible
- Catch it, Bin it, Kill it stations have been set up for disposing of tissues
- Children and staff are being encouraged to avoid touching their face with their hands and then to wash their hands afterwards if needed
- General signs of colds to be expected but COVID-19 symptoms to be closely monitored in line with the risk assessment and policy
- Resources are cleaned daily and only resources that are able to be suitably cleaned are used – all soft furnishings and other un-cleanable items will not be able to be used
- Children are not to spit at, kiss, sneeze on or cough at or towards other children – children will be reminded if this happens

As of September 2020 the government guidance says that Schools and Childcare providers can be open. All children attending the setting are not mandatory school age, and are not expected to attend as mandatory school-aged children are, however if a child or someone they have been in contact with is displaying symptoms the government and local authority advice is to be adhered to. Staff and parents are also asked to contact the setting to inform of any illness so we can track the absences; COVID-19 related or otherwise.

In the event of needing to work remotely again it will be communicated how and what the setting will offer at the time. Staff will be given expectations of their roles. Children will be encouraged to stay in communication with the setting, their key worker and room teams through an online learning system.

Please see relating policies, procedures and risk assessments in line with COVID-19 guidance.

This policy will be reviewed as guidance from the local authority and/or government is updated, and as a minimum every term throughout the year by Nikita Fay. At every review, it will be approved by the governing body.