



Ghanshyam Nursery School

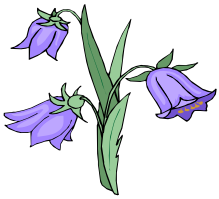
'laying the foundations for life'

We strive to provide the highest quality childcare facilities and personnel for the social, personal, cultural and religious advancement of the child



January Newsletter

What we will be learning



Bluebell Room

We will be introducing shapes and colours by printing shapes, singing songs about shapes and colours and exploring at shapes and colours in the environment.

Parent Partnership — *Please discuss shapes and colours around the house and outside*

EYFS Link - Communication and Language, Understanding the World, Physical Development, Expressive Arts & Design

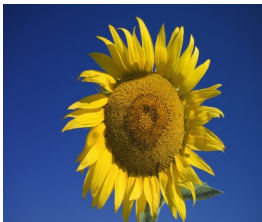


Tulip Room

We will talking about our Christmas holidays and focusing on physical activities, healthy eating and the effect it has on our bodies.

Parent Partnership — *Please send in pictures of your Christmas holidays and discuss healthy eating and physical activities with your child.*

EYFS Link - Communication & Language, Physical Development, Expressive Arts and Design



Sunflower Room 1

This month we will be recapping sounds 'a' and 'b' and introduce sounds 'c' to 'f'. We will learning about 2d shapes and continue numbers up to 10

Parent Partnership — *Help your child to look for letters and numbers around the environment.*

EYFS Link - Communication and Language, Understanding the World, Mathematics



Important dates...

14th January:
Kite Flying Day



26th January:
India Republic Day:
Wear traditional clothes



Inset Days 2020



Friday 21st February

Friday 29th May

Friday 28th August

Monday 16th November



Sunflower 2

This month we will continue learning sounds 'a to e' and continue learning numbers 20 to 50. We will also be focusing on the human body and the digestive system.

Parental Involvement — Continue with sounds and numbers, talk about parts of the body and the digestive system

EYFS LINK: Literacy, Mathematics, Understanding the World, Physical Development

Home Learning

We will continue to send home learning where parents can write what their children have done at home - this will provide us with an invaluable source of information and can allow your child's key worker to support your child's development. Please engage with your child and provide a written observation - this is attached separately in the newsletter.

If you could provide an observation at least once a month, this would be greatly appreciated

Health and Safety

A reminder for parents how important it is to ensure that the children do not run or jump down the stairs. The nursery are very strict with this during the day and the children know that they have to hold the handrail, walk and not have conversations on the stairs that may cause them to become distracted. We appreciate your support with this.



A huge thank you to all of the staff and parents who supported the Nursery Stage Programme on 26th Dec at the Mandir Patotsav. The performances of the children were awesome!!

The policy of the month is:

Positive Behaviour Policy

Please see attached policy

Schools

School admissions for September 2020 need to be submitted before 15th January 2019. The email address for the admissions is www.eadmission.org.uk



Child Absences

If your child is going to be absent for any reason, kindly call the Nursery on [020 8909 9389 option 1](tel:02089099389) before 9.30am so we can plan staffing and activities accordingly

Nursery Contact

Please can all parents ensure they have the nursery mobile number stored in their phone

The number is **07722574698** or **020 8909 9389 option 1**

All emails to the nursery should go to enquiries.gns@sksst.org

Happy Birthday

Vianna 4

Archan 3

Rhys 3

Eva 3

Akshi 3

Kian 4

Ruhi 4





Ghanshyam Nursery School

'Laying the foundations for life'

S.K.S.S. TEMPLE WESTFIELD LANE, HARROW, HA3 9EA

020 8909 9389

7.1 Promoting positive behaviour

Policy statement

We believe that children flourish best when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions.

Procedures

In order to manage children's behaviour in an appropriate way we will:

- attend relevant training to help understand and guide appropriate models of behaviour;
- implement the setting's behaviour procedures including the stepped approach;
- have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary;
- ensure all staff complete the Promoting Positive Behaviour programme, on Educare

(<http://pre-school.educare.co.uk/Login.aspx>)

Stepped approach

Step 1

- We will ensure that EYFS guidance relating to 'behaviour management' is incorporated into relevant policy and procedures;
- We will be knowledgeable with, and apply the setting's procedures on Promoting Positive Behaviour;

- We will undertake an annual audit of the provision to ensure the environment and practices supports healthy social and emotional development. Findings from the audit are considered by management and relevant adjustments applied.
- Ensure that all staff are supported to address issues relating to behaviour including applying initial and focused intervention approaches (see below).

Step 2

- We address unwanted behaviours using the agreed and consistently applied initial intervention approach. If the unwanted behaviour does not reoccur or cause concern then normal monitoring will resume.
- Behaviours that result in concern for the child and/or others will be discussed between the key person, the behaviour coordinator and Special Educational Needs Coordinator (SENCO) or/and manager. During the meeting, the key person will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.
- If the behaviour continues to reoccur and remain a concern then the key person should liaise with parents to discuss possible reasons for the behaviour and to agree next steps. If a cause for the behaviour is not known or only occurs whilst in the setting then the SENCO will suggest using a focused intervention approach to identify a trigger for the behaviour.
- If a trigger is identified then the SENCO and key person will meet with the parents to plan support for the child through developing an action plan. If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan. Other members of the staff team should be informed of the agreed actions in the action plan and help implement the actions. The plan should be monitored and reviewed regularly by the key person and SENCO until improvement is noticed.

Step 3

- If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to give occur and/or is of significant concern, then the behaviour coordinator and SENCO will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting.
- It may also be agreed that the Common Assessment Framework (CAF) or Early Help process should begin and that specialist help be sought for the child if deemed necessary – this support may address either developmental or welfare needs. (See Supporting Children with SEN policy 9.2) If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, follow the Safeguarding and Children and Child Protection Policy (1.2).
- Advice provided by external agencies should be incorporated into the child's action plan and regular multi-disciplinary meetings held to review the child's progress.

Initial intervention approach

- We use an initial problem solving intervention for all situations in which a child or children are distressed on in conflict. All staff use this intervention consistently.

- This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.
- High Scope's Conflict Resolution process provides this type of approach but equally any other similar method would be suitable. Periodically the effectiveness of the approach will be checked.

Focused intervention approach

- The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents.
- Where we have considered all possible reasons, then a focused intervention approach should then be applied.
- This approach allows the key person and behaviour coordinator to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.
- We follow the ABC method which uses key observations to identify a) an event or activity (antecedent) that occurred immediately before a particular behaviour, b) what behaviour was observed and recorded at the time of the incident, and c) what the consequences were following the behaviour. Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied.

Use of rewards and sanctions

- All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.
- Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a 'prize' is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be 'compliant' and respond to meet adult's own expectations in order to obtain a reward (or for fear of a sanction). If used then the type of rewards and their functions must be carefully considered before applying.
- Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'. However, if necessary children can be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened.

Use of physical intervention

- The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.
- Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use "reasonable force in order to prevent children from injuring themselves or others or damage property" (EYFS).

- If “reasonable force” has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child’s file, which states clearly when and how parents were informed.
- Corporal (physical) punishment of any kind should never be used or threatened which could adversely affect a child's well-being.

Further guidance

- Special Educational Needs and Disability Code of Practice (DfE 2014)

Other useful Pre-school Learning Alliance publications

- Reflecting on Behaviour (2010)
- The Social Child (2007)

Child's Name:

Child's Age: _____ months

Date:

Observation: Activity/play/behaviour:

Characteristics of Learning - How am I Learning?

***Please highlight if any of the this is observed within your child's play and interaction at home**

Playing & Exploring 'Engagement'	Active Learning 'Motivation'	Creating & Thinking Critically 'Thinking'
Showing curiosity	Motivated	Thinking of ideas
Exploring	Enthusiastic/excited	Problem solving/logical
Using senses	Making choices	Adapting /changing
Engaged/focused	Persevering	Predicting/estimating
Showing particular interests	Attentive/focused	Ordering/sequencing
Risk taking	Confident/I can attitude	Describing
New activity/challenge	Self-satisfaction /pride	Planning
Self-Belief	Energetic	Evaluating
Imaginative/role play	Achieving	Collaborating
Joining in /team work		

Area of Development **(For staff use only):** PSED-MR/SC-SA/MG&B CL-L&A/U/S PD-M&H/H&SC L-R/W U of the W-P&C/The W/T M-N/S,S&M EA&D-EM&M/BI

Significance: (please highlight)

New experience Interest Curiosity Showing preference Motivation Independence Involvement Persistence Enjoyment/ excitement Initiating ideas Concentrating New language Making choices Confidence Application Problem solving Making connections Risk taking Achieving Interacting Cooperating Respect for others

Observed by parent/carer/(name)_____