



Positive Behaviour Policy

The nursery aims to promote positive behaviour throughout the setting. We encourage co-operation, consideration and good manners, all of which link in to how we promote British Values for strong citizenship. This policy is also supported by the following nursery policies:

- Biting Policy
- Physical Intervention of Child for Child's own Safety Policy
- Dealing with Discriminatory Behaviour Policy
- Inclusion and Equality Policy

The nursery's philosophy is that in order for children to thrive, they need to feel appreciated, safe, secure and understand clear boundaries. Each child is valued as an individual and respected by all nursery employees. We practice and promote positive, considerate and respectful behaviour; staff is encouraged to regularly use praise and positive reinforcements to ensure that children gain a sense of their own value and self-worth.

The nursery sets clear boundaries to help children to identify acceptable and unacceptable behaviour.

To support and implement these boundaries to the children we have 'nursery promises' which are seen across the whole setting. Our promises are;

- To be kind and gentle to each other
- To share and take turns
- To listen to each other
- To take care of our books and toys.
- To use our walking feet indoors.

The children are encouraged to listen to and follow these rules consistently across the nursery and are referred to regularly to ensure all children are familiar with the promises.

The nursery aims to;

- Identify and value the unique characteristics of all children and promote their individuality.
- Promote self-control in all children and encourage caring relationships where children are considerate of each other and their environment.
- Provide a variety of group activities to foster the development of social skills, relationships and a positive sense of self. Examples of positive behaviour will be identified and praised.
- Value and practice a collaborative working relationship with parents/carers.
- Demonstrate value and respect for children behaving positively, whilst understanding that some anti-social behaviour is common in young children, e.g. biting and grabbing.
- Take individual responsibility for promoting positive behaviour in all the children.
- Implement a key person system, encouraging employees to develop positive relationships with children and their families.
- Refer issues relating to any concerns about individual children's behaviour to the SENCO or other named person/s.



The Early Years Practice Manager has the overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. The nursery's named SENCO provides a lot of support and advice to children, families and members of staff and is the first point of contact (after the key person) where concerns regarding behaviour arise.

As part of this responsibility the management team and the settings SENCO will;

- Keep themselves up to date with legislation, research and thinking on promoting positive behaviour.
- Keep policies and procedures in line with government and industry best practice recommendations.
- We appreciate that there are differences in acceptable behaviour between families and cultures and the nursery is respectful of this whilst promoting a consistent code of conduct within the nursery.
- We require all representatives of the day nursery to be good role models for children as we treat each other with care, courtesy and respect.
- Although in the first instance behavioural management issues are referred to the SENCO, when appropriate, outside agencies are also involved to ensure expert advice is sought and implemented. The nursery ensures that all relevant parties such as parents/carers, health professionals are involved in the process as appropriate.
- The nursery ensures that key members of staff attend relevant training on behavioural management and that any relevant information is disseminated throughout the nursery.
- The nursery aims to work together with parents/carers to develop shared practices relating to behaviour management and to ensure there is consistency between home and nursery.
- Our staff are trained to be able to identify and consider typical behaviours that may influence a child, such as; communication needs, English as an additional language, home/cultural influences, schemas, anxiety and wellbeing etc.

Managing unacceptable behaviour;

- All staff, volunteers and students use positive strategies for handling any inappropriate behaviour by helping children to find solutions in ways which are appropriate for the child's age and stage of development. For example acknowledgment of feelings, explanation as to what was not acceptable and supporting children to gain control of their feeling so they can learn a more appropriate response in the future.
- We offer a wide range of stimulating activities and resources to ensure the children are meaningfully occupied without the need for conflict over sharing and waiting for turns. We also ensure there are appropriate numbers of resources available where needed.
- Staff will always try to divert children's attention positively before conflict occurs. If there is conflict, or unacceptable behaviour does occur, the child will not be humiliated or isolated, and staff are mindful of the child's individual circumstances, their level of development and any other contributing factors.
- The nursery encourages children to develop skills that allow them to communicate, negotiate and influence those around them in a positive manner. We encourage children to understand their own and others' feelings.



- Often children display unwanted behaviour in order to gain attention from an adult – where possible and appropriate such behaviours will be ignored. Instead the staff will focus and praise all the wanted behaviours to encourage the child to change their behaviour to gain the positive response and praise.
- If a child is hurt in a conflict a member of staff will immediately comfort the child who has been upset/hurt. A staff member (usually the staff member that witnessed the incident) will talk to the child that hurt a peer to discuss why they have displayed such behaviour. The staff member will encourage the child to make a decision on how they will resolve the conflict - Interventions may include talking through a child's behaviour, discussing how their actions have made us and the children feel and considering what we might do to make our friends feel better.
- The word sorry is not emphasised as being important however we focus on showing them how to solve the problem and role model ways of showing an apology.
- The nursery staff do not use any form of physical punishment as a method of dealing with unacceptable behaviour, nor do they raise their voices inappropriately. There may be times when nursery staff need to implement the restraining procedure (see Physical Intervention of Child for the Child's own Safety Policy).
- A child is never isolated as a form of punishment.
- If a child demonstrates anti-social or unacceptable behaviour such as physical abuse or destruction, this is addressed by nursery staff and dealt with appropriately (see Dealing with Discriminatory Behaviour policy).
- If a child sustains any physical injury or is distressed through another child's behaviour, all parents/carers are informed. The incident will be recorded on the nursery Genie. Both sets of parents/carers will be informed of the incident in a sensitive and supportive way. We will respect confidentiality and names of the children will not be shared with the parents.
- The nursery recognises the importance of strong partnership with parents/carers and involves parents/carers when there is any behavioural concern.
- Any Targeted Interventions are devised and implemented in partnership with parents. All information is treated in confidence and any concerns handled sensitively.
- 'STAR analysis' forms may be used to record incidents and to try and identify triggers to the unacceptable behaviours and help us to work out the best way to help support the child.
- Staff seek opportunities to defuse situations and plan activities, allowing children to release their feelings in an acceptable way. We understand that children can need time and space on their own to calm down or play independently.
- All rooms have designated 'calm down areas' where children can take themselves voluntarily to calm down. Practitioners will role model the use of this space; children will never be told to go to this area as punishment.
- Where necessary a risk assessment may be completed to ensure the safety of the children and the staff where a child displays repeated aggressive behaviours.
- The nursery endeavours at all times to develop positive behaviour in children and takes into consideration the individual needs of each child.
- All staff member and volunteers have a duty of care to report any concerns with how behaviour is managed within the setting to a member of management without delay.



Managing conflict;

Our approach to managing conflict/disputes between children is taken from The High Scope Approach to Behaviour. This is an approach based on 6 simple steps to mediate and resolve conflicts. We train out staff to not solely focus on these 6 steps but to remember these simple tips to managing conflicts;

- Approach the situation calmly – don't shout and avoid using the word 'no'
- Actively listen to all the children involved – repeat back what the children have told you.
- Discuss how the children are feeling
- Ask the children for a solution – younger children may need support initially.
- Praise the children for their cooperation.

Adults often underestimate the capacity of young children to find solutions to their problems but they are capable of quick, honest expressions of feeling and without support they can often come up with simple way in which to solve their own problems. This approach to conflict helps to build children's confidence, self-esteem and resilience.

Rough and tumble play;

Young children often engage in pretend super hero or weapon play which can at times become aggressive or unwanted. We regard this kind of play as normal for young children and acceptable within limits such as;

- the staff member will agree strategies and boundaries to contain the play which are agreed with and understood by the children for example it might be agreed by all that the sticks the Children are using as swords may be used however they should not be making any contact with the sticks to avoid anyone getting hurt.
- We recognise that fantasy play also contains many violently dramatic strategies such as blowing, shooting etc. and often themes refer to 'baddies and goodies' which we use as opportunities for us to explore with the children concepts of right from wrong.
- We also use this play to tune in to the content of the play, perhaps we suggest alternative strategies for heroes making the most of teachable moments to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

We take hurtful behaviour very seriously. Young children will at some stage hurt or say something hurtful to another child especially if their emotions are high at the time but it is not helpful to label this behaviour as 'bullying'. This kind of behaviour in children under 5 is often momentary, spontaneous and often without regard or intention to purposefully hurt that child. If children are displaying these behaviours they will be managed as stated above.

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