

THE LEARNING TREE DAY NURSERY  
PROMOTING POSITIVE BEHAVIOUR

**“Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. ” taken from The Statutory framework from the Early Years Foundation Stage 2017

Our nursery believes that children flourish best when they know how they are expected to behave. Children gain respect through interaction with caring adults who show them respect and value their own personalities. Positive, caring and polite behaviour will be encouraged and praised at all times in an environment where children learn to respect themselves, other people and their surroundings. Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the nursery we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both in their own environment and those around them. Restrictions on the child’s natural desire to explore and develop their own ideas and concepts are kept to a minimum, and develop their own ideas and concepts are kept to a minimum, respecting individual liberty.

Within this we encourage and promote the fundamental British values at all times within our ethos and every day practice. Please see attached information on how we implement these values within our setting.

We aim to:

- Recognise the individuality of all our children and that some behaviours are normal in young children e.g. biting.
- Encourage consideration for each other, our surroundings and property.
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills.
- Ensure that all staff act as positive role models for children.
- Work in partnership with parents by communicating openly.
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them.
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and are consistent.
- Promote non-violence and encourage children to deal with conflict peacefully.
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families.
- Have a named person who has overall responsibility for issues concerning behaviour.

**Danielle vranch** is responsible for managing behaviour, and will advise other staff on behaviour issues and along with each room leader will keep up to date with legislation and

research and support changes to policies and procedures in the nursery; access relevant sources of expertise where required and act as a central information source for all involved; attend regular external training events, and ensure all staff attend relevant in house or external training for behaviour management.

We recognise that codes for interacting with other people vary between cultures and beliefs and will always ensure mutual respect and tolerance for these.

We have nursery "golden rules" and "our values" these are taken from the **Fundamental British Values**. They are concerned with safety, care and respect for each other. Children who behave inappropriately by physically abusing another child or adult e.g. biting, or through verbal bullying, will be required to talk through these actions and apologise where appropriate. The child who has been upset will be comforted and the adult will confirm the other child's behaviour is not acceptable. It is important to acknowledge when a child is feeling angry or upset and to help all children understand feelings and how to best project them.

#### **When children behave in unacceptable ways:**

- Physical punishment such as smacking or shaking will be neither used nor threatened, however it may be necessary to use restraining action in an emergency to prevent a personal injury and protect the safety of the other children and staff. This will only take place by staff who have been appropriately trained to do so.
- Children will not ever be singled out or humiliated in any way. Staff within the nursery will redirect the children towards alternative activities. Discussions with the children will take place respecting their level of understanding and maturity.
- Staff will not raise their voices in a threatening way.
- In any case of misbehaviour, it will always be made clear to the child or children in question, that this is the behaviour and not the child that is unwelcome.
- How a particular type of behaviour is handled will depend on the child's age, level of development and the circumstances surrounding the behaviour. It may involve the child being asked to talk and think about what he or she has done.
- It may also include a child apologising for their actions.
- Parents will be informed if their child's behaviour is unkind to others or their child has been upset. In all cases inappropriate behaviour will be dealt with in nursery at the time. Parents may be asked to meet with staff to discuss their child's behaviour, so if there are any difficulties we can work together to ensure consistency between their home and the nursery. In some cases, we may request additional advice and support from other professionals such as an educational psychologist or BANES area SENCO's.
- Children will be encouraged to have a voice within the nursery and to know they can tell an adult if they are upset or another child is not behaving nicely towards them.
- We will always encourage children to release aggression in creative ways and not through negative behaviours.
- If we feel a child needs extra support with their behaviour the nursery SENCO will be informed and will work on strategies to help the child alongside parents. This may include formal observations and incident reports to help us identify any patterns or triggers.

- If a child is showing negative behaviour such as biting, kicking a nursery incident form will be completed and the child's parent's will be asked to read and sign this. This will be stored confidentially in the nursery.
- Risk assessments may be carried out to ensure the safety of the child and other children should they be demonstrating negative behaviours.

### **How we encourage good behaviour in our setting including Anti -bullying**

Children need their own time and space. We understand that sometimes children do not want to share a toy for example and it is important for us as practitioners to acknowledge children's feelings and understand how children might be feeling.

Bullying can take many forms, physical, emotional or verbal. But it is always a repeated behaviour that makes other people feel uncomfortable or threatened. Any form of bullying will be treated as unacceptable and will be dealt with immediately.

### **Our procedure to deal with challenging behaviour**

- Staff always ensure that the children feel safe, happy and secure.
- Staff are all Early years trained or undertaking Early Years qualifications they recognise that active physical aggression in Early Years is part of the child's development and that it should be channelled in a positive way.
- Children need to be helped to understand that using aggression to get things is inappropriate and they will be encouraged to resolve problems in other ways.
- Our staff are encouraged to adopt a policy of intervention when they see any form of bullying taking place.
- Staff will change play and diffuse situations if they feel children are becoming aggressive or behaviour is deteriorating.
- Any incidents of bullying will be discussed fully with parents and incident reports completed.
- If a parent has a concern about a child's behaviour we will always be available to discuss these concerns and come up with strategies jointly.
- All concerns will be treated in the strictest confidence.

### **Encouraging positive behaviour**

We use encouraging and positive reinforcement of age appropriate expectations and behaviour we model the following language:

**Gentle hands   Be Safe   Gentle Voices   Listening Ears   Have Fun**

Our values are:

**We know that we are all special**

**We understand and respect the roles of people who help us**

We understand right from wrong

We respect the culture and beliefs of others

We treat everyone equally

We understand the consequences of our actions

We try to help other people

We listen to and respect other people's values and opinions

#### Together time:

This is a group activity where we welcome the children each day. We share news, show and tell, talk about something of personal significance or topic related items. We play games which promote confidence, self-esteem and mutual respect. The children learn to think, listen, look, concentrate and take turns to speak. Feelings are explored, shared and expressed. This offers children the opportunity to learn about themselves and others and to learn right from wrong. We reflect on our values and promote positive behaviour.

#### Praise and rewards:

We encourage positive behaviour at all times in the nursery we find praising good behaviour means that children continue to show this behaviour and helps them understand what positive behaviour is. We use a range of rewards including praise, stickers and wow stars. We give daily feedback so that parents and carers can share in their child's success. We include children in praise taking time to share and listen to their achievements. We share work children are proud of and we link praise to home and nursery.

#### Special helpers and extra responsibilities:

We encourage each child to gain confidence and to be a responsible team member by offering them a turn as a special helper. These include helping with snacks and lunch, helping to lay tables and any other special jobs with staff. We find children enjoy the extra responsibility.

#### The key person system:

We use our key person system to further the commitments of the 'positive relationships' theme from the Early years Foundation stage. Each child has a key person. The key person will recognise that each child develops at his/ her own individual rate and has a preferred learning style and will make an informed judgement on the most effective and relevant strategies for managing behaviour, in consultation with parents and carers. We are a small family run nursery where we encourage children to feel safe, secure and have a voice.

#### Adults as role models:

We recognise the importance of our attitudes and actions as adults as role models to the children and will always be positive, supportive and show respect for each other. We listen and respect every child, talk to each child/family/staff member as an individual. We are

kind, sensible and act professionally in front of the children and families at all times. We engage with the children throughout our day and respect the needs of everyone. We work well as a team, creating a relaxed environment for all those that come to our nursery.

#### Serious Misbehaviour:

In cases of serious misbehaviour, such as racial or being physical, we will make it clear immediately the unacceptability of this behaviour and attitudes, by means of explanations rather than personal blame. We understand that our children are very young, and will not know or understand what they are saying or necessarily doing. And we will be guided to the nursery SENCO and behaviour officer.

#### Extra support:

We offer extra support for those children and families who may need it. Danielle Vranich Behaviour officer has had specialist training on behaviour and Samantha Coakley is the nursery SENCO. If we feel a child or family is struggling with behaviour we will work together to come up with strategies to help support the child.

#### EYFS:

Managing behaviour: Providers must have and implement a behaviour management policy and procedure. A named practitioner should be responsible for behaviour management in every setting. They must have the necessary skills to advise staff on behaviour issues and to access expert advice if necessary.

Providers must not give corporal punishment to a child. Providers must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided.

#### Play:

When children come to our nursery they are still learning. We are here to support them, and help manage their behaviour with others. We encourage positive interactions, a positive atmosphere and recourses and provocations which encourage open ended play and keep children's interest.

#### Conflict and sharing:

If children are finding it difficult to share as staff practitioners we help them by encouraging the children to conflict resolve as independently as possible with support by us. We will talk it through with the children and try to encourage them with support to problem solve together. For example, 5 mins each the swap.

## **A step by step guide on how staff manage behaviour**

1, Going down to the child's level, making good eye contact so the child knows they have your full attention.

2, Talk to the child explaining clearly and simply that their behaviour is not acceptable. Acknowledge their feelings and asking them what has happened.

3, Encourage them to say sorry (if they have hurt another child) or if they are angry, encourage them over to a quiet space to calm down and reflect. Stay with the children and calm them down with a story or treasure basket.

Remember:

Never shout at the child. Use a calm and reassuring voice.

Do not pick a child up to remove them from a situation unless they are in danger as a child who is angry may throw themselves and cause more injury.

Never pull or grab a child.

Never exclude a child from an activity as a form of punishment. Use a quiet calm space if the child needs time out. Always stay with the child and ask another member of staff for help if you need support.

Policy date	Signed by	Review date
April 2019		