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Achieving positive behaviour

Little Cherubs Nursery believes that children flourish best when their personal, social and emotional needs are met and when they have clear and developmentally appropriate expectations for their behaviour. Children need to learn to consider the views and feelings, needs and right of others and the impact that their behaviour has on people, places and objects. This is a development task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

We have a named person Elaine Apperley, who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. In our small setting this may be shared between co-staff.

We require Elaine Apperley to:

- Keep her up to date with legislation.
- Research promoting positive behaviour.
- Understand handling children's behaviour where it may require additional support.
- Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development.

The Statutory Framework for the Early Years Foundation Stage (EYFS) (2012) states that it is a legal requirement for setting to have a policy in place for managing children's behaviour. Within this policy a named practitioner is responsible for advising other practitioners on behaviour issues and ensuring the policy is implemented throughout the setting (DfE, 2012). Threatening or administering a corporal punishment is considered an offence with the EYFS 2012. However physical intervention may occur when a child or adult is in immediate danger or when it is necessary for managing a child's behaviour.

We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy. We provide all new staff and volunteers with the settings behaviour policy for behaviour on their induction. We expect all members of our setting including children, parents, staff, volunteers and students to follow the nursery policy at all times.

We encourage positive behaviour by:

- Using praise and positive reinforcement
- Staff, volunteers and students being good role models and setting good examples of how they expect the children to behave.
- Encouraging sharing and negotiation between children.

- Consulting with children when are creating rules/boundaries
- Helping children understand the consequences of their behaviour by explaining to children calmly.
- Helping children challenge bullying, harassment and name-calling
- Staff, volunteers and students do not shout at children, unless it is to prevent harm to the child or other children.
- Encouraging children to be responsible and independent, for example, tidying up and creating their own rules.
- Reassuring children that they are valued as individuals.

Little Cherubs Nursery has a strong link between home and the setting. During handover time parents are informed about their child's day, staff are honest with parents about how a child has behaved within the nurseries expectations. If a child has displayed unwanted behaviour the parents are given full details of the situation, they are also informed that we have dealt with the situation and the child should not be reprimanded again.

Strategies with children who engage in inconsiderate behaviour

We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solution in ways which are appropriate for the children's ages and stages of development. In order to maintain a consistent approach amongst all members of staff we follow these techniques:

- The member of staff can head quietly over and offer the child a distraction activity to try and diffuse the situation.
- The child is told that his/her actions are unkind, they are then told what we would like to see for example: Use gentle hands: this is then demonstrated to them.
- Children are praised in the following: Verbal praise, High-fives, Clapping, Smiling, stickers that are given are in the form of white labels with a written explanation of why, children over 2 years have a humpty on the wall.

As well as these techniques we also acknowledge that specific examples of inconsiderate behaviour require different intervention techniques:

- Planned ignoring
- Prompting
- Active listening
- Backing away
- Affection
- Hurdle help
- Interpretation and interference

Little Cherubs Nursery has 5 set rules throughout the nursery these are:

- Teeth are for smiling.
- We use gentle hands.
- We use walking feet inside.
- We use our listening ears.
- We share toys.

Children over 3 years old use these rules but they also contribute to the rules as a group activity where all the children have an input on what they think positive behaviour might be.

All staff adheres to the following when dealing with children's behaviour:

- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for necessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence as an individual.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately by calmly explaining the consequence to their action.
- We never use physical punishment, such as smacking or shaking.
- We do not use techniques intended to single out and humiliate individual children such as sending children out of the room or the use of a 'naughty chair'
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and or serious damage to property, this is then documented and reported to parents.

Details such as an event (what happened, what action was taken and by whom, and the names of witnesses) are recorded on an 'incident report', this is then reported to the Nursery Manager and the behaviour officer. This record is shared with the child's parent at the end of the day and then kept in the child's personal file. If the child is not collected by the parent then staff does not share this information with persons other than parents/guardians; they are to speak to them directly.

Children under three years

When children under three years behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children. We recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this. Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staffs are calm and patient, offering comfort to intense emotions helping children to manage their feelings and talk about them to help resolve issues and promote understanding. If tantrums, biting or fighting are frequent, we try to find out the underlying cause- such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'. We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

Hurtful behaviour

We take hurtful behaviour very seriously, most children under the age of 5 will at some point hurt somebody or say something hurtful to another child. This behaviour is not labelled as 'bullying'; for children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person they have hurt. We recognise that young children behave in hurtful ways towards others because they have not developed the means to manage feeling that sometimes overwhelm them. Staff will help to manage these feelings. We offer support to the child that is angry; calming them and allowing them to respond and help manage their feelings appropriately. Staffs do not respond to a child's rage with a punishment as this will make it worse.

Pre-verbal children are calmed through holding and cuddling; they are given an explanation and talk to them about the incident at a level that is suited to their understanding. Children's feeling are talked about, and explained why they are feeling sad, how we can help to make them feel happier and relaxed. We support social skills through modelling preferred behaviour, activities and stories. We build self-esteem and confidence in young children, recognising their emotional needs through close

and committed relationships. We help a child to understand the effect their action has had on another child and are encouraged (not forced) to say sorry to the other person.

In rare occasion where a child is out of control and continuously lashing out at others in a fit of rage, staff will physically intervene only when other children or that child is in harm. On this occasion staff will complete the section called "Physical intervention" on the behaviour log. Parents are informed on collection on the same day; if another person is collecting the child then the Key Person is to telephone the parent concerned.

When behaviour becomes continuously problematic, we will work with the parents to identify the cause and find a solution together. Main reasons for young children to engage in excessive hurtful behaviour are that:

- They don't feel securely attached to someone who can interpret their needs – this may be in the home and it may also be in the setting.
- The child may have insufficient language or lack of English to express themselves and feel frustrated.
- The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally or maybe experiencing abuse.
- The child has a development condition that affects how they behave.

If a child was to display signs of continuous hurtful behaviour i.e. biting, pushing then the Key Person would discuss with Elaine Apperley suitable strategies in place for this behaviour and a 'Behaviour Management Plan' or 'Play Plan' would be set in place to ensure that the appropriate needs of the child met. A meeting will take place with the parents to discuss the plan and to ensure they could meet the requirements at home as well. The plan will be regularly monitored by Elaine Apperley and Adele Johnson (SENCO). Any changes that need to be made to the plan will be discussed with the parents. In extreme cases where it is unsuccessful to control such hurtful behaviour, we use the SEN code of practice to support the child and the family, making the appropriate referrals to behaviour support team where necessary.

In circumstances where parents do not work alongside our setting and we are unable to control hurtful behaviour it may result in the child being excluded from Little Cherubs Nursery.