



## Safeguarding children

### **1.13.1 Promoting positive behaviour policy and procedures**

#### **Policy statement**

At School House Nurseries we understand that there needs to be clear and developmentally appropriate expectations for children's behaviour.

Children must learn to consider the views, feelings and rights of others and the impact that their behaviour has on the people and objects around them. This is a developmental task that requires support, encouragement, teaching and good role modelling.

The principles by which we achieve positive and considerate behaviour exist within our personal, social and emotional development (PSED) programme and alongside the Montessori philosophy and practice.

The nursery actively promotes British values and encourages and praises positive, caring and polite behaviour at all times and provides an environment where children learn to respect themselves, other people and their surroundings.

We implement the early years curriculum supporting children to develop their personal, social and emotional development. This involves helping children to understand their own feelings and others and beginning to regulate their behaviour. We support children to do this through working together with parents, having consistent approaches, structure, routine and age/stage appropriate boundaries appropriate to the emotional development of the child. We help build confidence and self-esteem by valuing all children and giving lots of praise and encouragement.

To support positive behaviour in our setting, we aim to:

- Recognise the individuality of all our children
- Provide a warm, responsive relationship where children feel respected, comforted and supported in times of stress, and confident that they are cared for at all times
- Understand that certain behaviours are a normal part of some young children's development e.g. biting
- Encourage self-regulation, 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
- Encourage parents, carers and other visitors to be positive role models
- 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 to be 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
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where appropriate
- Supporting and developing children's understanding of different feelings and emotions, self-regulation and empathy as appropriate to stage of development. This includes using strategies and naming and talking about feelings and ways to manage them
- Have a named person who has overall responsibility for promoting positive behaviour and behaviour support.

**Our promoting positive behaviour procedure is:**

- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs
- We never use or threaten to use physical punishment or corporal punishment such as smacking or shaking or use or threaten any punishment that could adversely affect a child's well being
- We only use physical intervention (where practitioners may use reasonable force to prevent children from injuring themselves or others or damaging property) or to manage a child's behaviour if absolutely necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable
- We recognise that there may be occasions where a child is displaying distressed and /or behaviour which challenges and may need individual techniques to restrain them to prevent a child from injuring themselves or others. This will only be carried out by staff who have been appropriately trained to do so. Any restraints will only be done following recommended guidance and training and only with a signed agreement from parents on when to use it. We will complete an incident form following any restraints used and notify the parents
- We do not single out children or humiliate them in any way. Where children are displaying behaviour which challenges they will, wherever possible, be distracted and re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity
- Staff do not raise their voices (other than to keep children safe)
- In any case of behaviour which challenges, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
- We decide on particular strategies to support particular types of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done. All staff support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate
- We help staff to reflect on their own responses towards behaviours that challenge to ensure that their reactions are appropriate
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with behaviour that challenges in nursery at the time. We may ask parents to meet with staff to discuss their child's behaviour, so that 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

- We support children in developing non-aggressive strategies to enable them to express their feelings and emotions
- We keep confidential records on any behaviour that challenges that has taken place. We inform parents and ask them to read and sign any incidents concerning their child
- Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour support plan where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The manager will complete risk assessments identifying any potential triggers or warning signs ensuring other children's and staff's safety at all times. In these instances, we may remove a child from an area until they have calmed down.

We recognise that children need their own time and space and that it is not always appropriate to expect a child to share. We believe it is important to acknowledge each child's feelings and to help them understand how others might be feeling.

At our nursery, staff follow the procedure below to enable them to deal with behaviour that challenges:

- Staff are encouraged to ensure that all children feel safe, happy and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
- Children are helped to understand that using aggression to get things is inappropriate and they will be encouraged to resolve problems in other ways
- Staff will initiate games and activities with children when they feel play has become overly boisterous or aggressive, both indoors and outdoors
- We will ensure that this policy is available for staff and parents and it will be shared at least once a year to parents and staff
- Staff and parents are also welcome to review and comment on the policy and procedure
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. Working together can ensure our children feel confident and secure in their environment, both at home and in the nursery
- All concerns will be treated in the strictest confidence.

### **Rewarding good behaviour**

We believe that it is very important for the self-esteem of a child that positive behaviour is suitably rewarded by positive reinforcement. This includes:

- Giving praise
- Giving a child special privileges (e.g. 'line-leader') for good behaviour
- Giving extra responsibility (e.g. 'helper/monitor') as a way of promoting good behaviour.

### **When children behave in an unacceptable or negative way**

- We don't
  - Use physical punishment.
  - Use techniques intended to single out or humiliate individual children (such as the "naughty chair").

- Shout, or raise our voices, in a threatening way.
- We do
  - React in a developmentally appropriate fashion, respecting the child's level of understanding and maturity.
  - Provide one-to-one adult support to ask the child what was wrong and to work towards a better pattern of behaviour.
  - Make it clear to the child that it is the behaviour and not the child that is unwelcome.
  - Use our 'Accident and behaviour record form' to record any injuries to another child or adult, or any damage to property.
  - Work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person (at pick up time, for example).
  - We work with parents to address recurring inconsiderate behaviour, using our 'Behaviour monitoring form' to help us understand the cause and how to respond appropriately. Parents will be invited to a meeting and an appropriate action plan will be decided together. If the situation persists, outside agencies may be contacted to offer constructive, confidential advice.

### **Children under three years of age**

- Our first priority with all the children in the nursery, including this age group, is to make sure that the staff / children relationship is a strong one – a relationship that helps prevent or limit inconsiderate behaviour.
- Children do on occasion behave inconsiderately, however. Common inconsiderate or hurtful behaviour for this age group includes tantrums, biting or fighting.
- When children under three behave inconsiderately we recognise that the strategies to support them need to be developmentally appropriate – and different from those used with older children.
- 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 overcome these feelings.
- Staff are calm and patient, offering comfort to intense emotions. As much as is possible we help children manage their feelings by talking about them and finding alternative ways to behave.
- If hurtful behaviour reoccurs frequently, we try to find the underlying cause (such as, for example, separation anxiety or upheaval at home).

### **How we deal with an incidence of biting**

- If a child bites, staff show disapproval and very firmly but calmly say: "Biting hurts, your friend is sad, we must not bite." We use gestures and facial expressions to reinforce the message.
- We will fill in a Behaviour monitoring form to assess at what happened just before the incident.
- If we identify a possible trigger for the biting incident we will do what we can to reduce or remove the possible cause.
- We will increase the supervision of a child that is biting by asking a member of the classroom team to shadow the child so that they can support him/her in their interactions with other children. This ensures the child that is biting is given support to find different ways to express themselves.
- This shadowing may also include activities like playing with play dough to help release the frustrations that young children experience.

- The parents of both children will be informed of the incident. The parent/carer of the biter will be asked to talk to their child while the parent/carer of the child who has been bitten will be asked to sign our 'Accident and incident form'.
- If, despite our best efforts, the child does bite again we will talk to their parent/carer about a plan to stop the biting. This can include:
  - Regular updates about what's being done in nursery and at home to modify the child's behaviour.
  - Observations and written notes at nursery to see if there is a pattern of behaviour.
  - A meeting with the Health Visitor for extra guidance and support.

### **How we react if a child puts themselves (or others) in danger**

- If a child puts themselves (or others) in harm's way we will make a physical intervention to protect the child.
- This intervention will be kept to a minimum but will be appropriate and effective – such that the risk is eliminated.
- For example, if a child was about to run out in the road we would restrain them by grabbing their arm.
- We will record the incident on our Behaviour monitoring form and ensure that parents are made aware of what happened.
- We will then review our risk assessments and procedures to ensure that the incident could not have been foreseen and, if necessary, to change how we do things so the incident can't happen again.

### **Rough and tumble play and fantasy aggression**

- Young children often engage in play that has aggressive themes – such as superhero and weapon play. Some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying. However, it may be inconsiderate at times and if it is we will address it in a calm, considered way, in line with the techniques outlined in this policy.
- In a Montessori setting we do not encourage superhero fantasy games as we feel that this helps maintain good behaviour. We prefer to build on a child's real life imagination.

### **The difference between hurtful behaviour and bullying**

- Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without an awareness of the feelings of the person who they have hurt.
- That said, we take hurtful behaviour very seriously. The staff are trained during their induction to be aware of, and to deal with, hurtful behaviour. Where our strategies and procedures to modify it do not work, we use the SEN Code of Practice to support the child and family, making the appropriate referrals to East Sussex County Council's Behaviour Support Team where necessary.
- Bullying involves the persistent physical or verbal abuse of another child, children or staff. It is characterised by intent to hurt, is often planned, and is accompanied by an awareness of the

impact of the bullying behaviour. Child under the age of five are not sufficiently developmentally advanced to be capable of bullying.

### **Our in-house behaviour expert**

- The Manager has overall responsibility for our PSED and behaviour programme. The Manager will:
  - Advise and support other staff on any behaviour concerns
  - Liaise with the setting's Special Educational Needs Co-ordinator (SENCo) where a child requires further support, or there are concerns about the impact of the behaviour on a child's education and care
  - Along with each room leader will keep up to date with legislation and research relating to promoting positive behaviour
  - 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. Keep a record of staff attendance at this training.

### **Training and role modelling**

- All staff undertake behaviour training as part of their induction process.
- We familiarise new staff and volunteers with the guidelines contained within this document.
- Staff are trained on an ongoing basis as necessary. We keep a log of all staff attendance at this training.
- We expect all members of our setting – children, parents, staff, volunteers and students – to keep to our guidelines of friendliness, care and courtesy.

### **Exclusion**

- School House Nursery reserves the right to exclude a child if the management team feels this is the best course of action for the nursery in aggregate (i.e. the child in question, the other children at the nursery and the staff).
- This exclusion may be temporary while procedures are put in place to help the staff control incidents of negative behaviour. However, in more serious cases, or where additional measures have been unsuccessful, the nursery may make the exclusion a permanent one if the safety of the other children and staff is put at risk.

**This policy was updated and reviewed in:**

<b>Reviewed date</b>	<b>Name</b>	<b>Signature</b>
August 2023	Stuart Watt	