Wolfson College Day Nursery

Promoting Positive Behaviour

EYFS: 3.2, 3.52, 3.53

At Wolfson College Day Nursery we believe that children flourish best when they know how they and others are expected to behave. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. 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.

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 that of others around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

We aim to:

- Recognise the individuality of all our children and that some behaviours are normal in young children e.g. biting
- Encourage self-discipline, 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 and other visitors to be positive role models and challenge any poor behaviour shown
- 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 age/stage appropriate
- Supporting and developing self-regulation and empathy as appropriate to the stage of development
• Have a named person who has overall responsibility for behaviour management.

The manager will:
• Advise and support other staff on behaviour issues
• Along with each room leader, keep up to date with legislation and research relating to 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.

Our nursery rules are concerned with safety, care and respect for each other. We keep the rules to a minimum and ensure that these are age and stage appropriate. We regularly involve children in the process of setting rules to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child.

Children who behave inappropriately, for example, by physically abusing another child or adult e.g. biting, or through verbal bullying, are helped to talk through their actions and apologise where appropriate. We make sure that the child who has been upset is comforted and the adult will confirm that the other child's behaviour is not acceptable. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child.

At Wolfson College Day Nursery, positive behaviour is encouraged in the following ways:
• Staff are positive role models
• Lots of praise and encouragement is given in recognition of children’s positive behaviour (section 1 below)
• Positive language is used whenever possible (e.g. please walk rather than don’t run), to make instructions easier for the children to understand and to create a happier, more positive environment (section 2 below)
• Offering choices and consequences (section 3 below)
• Staff work together with parents on strategies to develop consistency between home and nursery

Section 1: Giving Praise and Encouragement
Praise should be immediate e.g. if Jack is spotted helping to put things away you could say ‘Thank-you Jack for doing such a good job and making things so tidy’.
• Reward every time at first and less often when the child finds it easier, so that the impact is not lost.
• Always explain exactly why you’re pleased so that they know what they have done right! e.g. “I liked the way you waited for Luke to get off the slide before you went down, that was very sensible”.

• Use the child’s name when praising him/her. Children who behave badly often hear their names called out but well-behaved children can go for days without hearing their name spoken out loud. This also lessens the likelihood that children will be labelled ‘Naughty Tommy’.

Reacting positively through praise and encouragement is one of the most effective ways of reinforcing good behaviour. Children love nothing more that the attention of an adult. If the only attention they get is when they have done something wrong, negative attention is better than none at all and they will only learn to repeat the undesirable behaviour.

REMEMBER – What we pay attention to is what we get more of.

How to give effective praise;

1. Give the child all your attention.
2. Move close to the child.
3. Look pleased and share their pleasure.
5. Ask a child what he/she thinks.
6. Seek eye contact.
7. Mean it – be sincere and let it show in a warm tone of voice.
8. Touch the child gently.
9. Give pride to the child (‘you deserve to feel proud of yourself’).

There are two kinds of praise; praise for doing and praise for being:

• Praise for doing tells someone that you have noticed what they are doing and that you like it. If we acknowledge children’s efforts, they are more likely to have another go – and more likely to succeed.

• Praise for being tells someone that we value them just for being who they are – their own qualities, personality etc. They don’t have to do anything to earn the compliment; it’s unconditional.

Section 2: Positive Language (the do’s and the don’ts)

When we want someone to do something, it often seems easier to tell them what not to do, rather than do the thing we want them to do. Children find it much harder to interpret this information as their brain has to work out the negative instruction and turn it into a positive action. For example, when told “Don’t shake your juice over the table”, their immature brain is unable to translate the negative and they latch onto the last thing they hear which is “shake your juice over the table”. In the same way, if told “Don’t think of a kangaroo”, we immediately picture this in our brain before we can try and obey the command and by then it is too late!
Positive language and encouragement also releases hormones in our bodies to make us feel more confident and capable. Negative language has the opposite effect and we are more likely to fail.

Therefore instructions should be kept positive, e.g. “Keep your juice in the cup”, so that we are helping, not hindering, the child to achieve the goal.

However, on the occasions when unacceptable behaviour is identified, staff will respond by using the following strategies, depending on the behaviour and age of the child:

- Choices and Consequences. The child is offered a choice and resulting consequence for either continuing or modifying their behaviour.
- Time Out to Calm Down. The child is calmly removed from the situation and allowed a ‘cooling off’ period out of sight of the other children, with a staff member.

Section 3: Choices and Consequences

We all want to feel that we are in charge of our own lives. The ability to make thoughtful choices for ourselves gives us a sense of personal power which in turn raises our self-esteem. It is helpful for children to gradually learn to make choices and to discover what happens as a result of the choices they make.

We can give children a choice many times during the day. Giving them a choice of how to behave is the next step.

1. Be clear and specific about the positive and negative choice of behaviour and the positive and negative consequences that will follow.
2. Relate the consequences to the behaviour.
3. Choose consequences that mean something to the child.
4. Don’t use threats, a threatening manner, or ultimatums.
5. Don’t give a choice when there isn’t one.
6. Choose consequences you can keep to (without ‘punishing’ yourself).
7. Don’t demand an instant answer – give the child a few moments to reflect.

Examples of giving choices and consequences

- You have a choice, you can either_________ (Positive behaviour choice) or you can_________ (Negative behaviour choice)
- If you choose to_________ (Positive behaviour) then__________ (Positive consequence).
- If you choose_________ (Negative behaviour) then__________ (Negative consequence)

Finish with “it’s up to you, it’s your choice”

When children behave in unacceptable ways:

- We never use or threaten to use physical punishment/corporal punishment such as smacking or shaking
- We will only use physical intervention for the purpose of averting immediate danger or personal injury to any person (including the child) or to manage a child’s behaviour if absolutely necessary and in accordance with the EYFS statutory framework (3.52). 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 for some children there may be specific development needs that mean regular and ongoing restraint may be necessary to keep themselves and others safe from harm. Any restraint used will be carried out by staff who have received specialist restraint training and staff will use techniques and guidance recommended by the approved training provider. Specialist restraint arrangements will be agreed with parents and recorded. We will complete an incident form following any use of restraint and notify the parents the same day.

- We do not single out children or humiliate them in any way. Where children use unacceptable behaviour they will, wherever possible, be 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 will not raise their voices (other than to keep children safe).

- In any case of misbehaviour, 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 how to handle a particular type 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 challenging behaviours 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 inappropriate behaviour 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.

- We keep confidential records on any inappropriate behaviour that has taken place. We inform parents and ask them to read and sign any incidents concerning their child.

- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs.

- 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 modification 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.
Anti-bullying

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children’s development in their early years.

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.

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

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

- 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
- Our staff will intervene when they think a child is being bullied, however mild or harmless it may seem
- Staff will initiate games and activities with children when they feel play has become aggressive, both indoors or out
- Staff will sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour
- We will ensure that this policy is available for staff and parents and it will be actively publicised at least once a year to parents and staff.
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through co-operation that we 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.

By positively promoting good behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop as responsible members of society.

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<th>This policy was adopted on</th>
<th>Signed on behalf of the nursery</th>
<th>Date for review</th>
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<tbody>
<tr>
<td>26/7/19</td>
<td>Barry Coote</td>
<td>July 2020</td>
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