



## 7.1 Promoting Positive Behaviour

EYFS: The Safeguarding and Welfare Requirements  
3.1, 3.2, 3.53, 3.54

### Policy Statement

At Sunrise Community Nurseries (Sunrise) we believe that children flourish best when they feel safe and secure and have their needs met by supportive practitioners who act as good role models, show them respect and value their individual personalities. Children are supported through co-regulation, where adults and children work together towards a common purpose, including finding ways to resolve upsets from stress in any domain and return to balance leading onto a path to self-regulation. 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.

### Procedures

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. We help build confidence and self-esteem by valuing all children and giving lots of praise and encouragement.

To support positive behaviour at Sunrise, 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/carers 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 and buddy 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 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
- 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 challenging or distressed behaviour 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 challenging behaviour 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 challenging behaviour, 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/carers 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/carers 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



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- Have a named person who has overall responsibility for promoting positive behaviour and behaviour support.

**The named persons** for promoting and supporting behaviour are our SEND Champions: **Rakila Davey and Megan Hobbs.**

It is their role to:

- Advise and support other staff on any behaviour concerns
- 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 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.

Sunrise 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 are displaying distressed/challenging behaviour, for example, by physically abusing another child or adult e.g. biting, or through verbal bullying, are helped to talk through their feelings and actions through co-regulation before thinking about the situation and apologise where appropriate. We make sure that the child who has been upset is comforted. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child or their feelings.

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 Sunrise, 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 or 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/carers are also welcomed 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.

### **Distraction works far better than confrontation.**

- Use the positive and not the negative, i.e. what you want them to do rather than what you don't want them to do. Instead of 'stop throwing that on the floor', we say 'shall we put that away together?'
- Think on your feet and if you see a child is about to be disruptive, call them in a nice way and ask them to do something for you. Children love to help adults and feel important carrying out a task for you.
- If this doesn't work and you do need to step in, remember that it is possible to be firm and say 'No' in a gentle way without being cross or unkind, using a visual aid as well as verbal reinforcement, i.e. Makaton sign for 'no'
- Always follow through with a gentle explanation of why you are saying no, for example
  - That's not nice because .....
  - That's not a nice thing to say because .....
  - That's unkind because .....
  - That is not acceptable at nursery because .....
  - If we do that to someone it might hurt them.
- Be consistent and carry through what you say.
- Children like to have some level of control, which may be why they are being disruptive.
- Give children some control through the day by letting them choose activities, or what story they want to hear, or where they want to sit etc. It is also important to encourage them to do things by themselves, e.g., serve themselves during lunch time, put coat on, and go for tissue to wipe their nose. This practice will encourage children positive self-concept development and self-esteem.
- Children's stage of development has to be considered when we are establishing boundaries, rules or routines. The younger children might need different implementation of some of them, e.g. babies or toddlers will not yet be still ready to wait at the table for their lunch as the older children do, so we have to adjust to their time.
- Monitor your own stress levels - take a deep breath before responding. We are all part of a team, so remember to use the resource of your colleagues around you.

*Remember that if the child/ren laughs in response to being told off, this doesn't mean that they are dismissing you. Children may be laughing for these reasons:*

- To try and cheer you up or stop you being cross
- They maybe enjoying your reaction and be interested in the funny faces that you make when you are cross
- They may be pleased that you are showing them attention, in which case, transfer the attention to a child that is behaving well. (Remember to return your attention to the child when they do something nice)
- Because they are frightened



- They may simply not understand what they have done to upset you, so you need to explain in a gentle and simple manner

### **Monitoring of Challenging Behaviour**

- If staff feel that a child's behaviour needs monitoring, they will complete a week of monitoring and share this with a SEND Champion. Together they will decide on whether the child needs to move onto detailed monitoring in the form of our ABC & C Charts (Antecedent, Behaviour, Consequence & Communication)
- Parents are always informed if a child is to be put on ABC & C monitoring
- All staff are to be involved in filling out the monitoring form with EVERY incident they see.
- The key-person will meet with a SEND Champion weekly to look at the monitoring to see if there are any patterns etc. Next steps will be agreed at these meetings. This include, taking off monitoring, further monitoring, or further strategies being put in to place e.g. shadowing (see below).
- These meetings are also recorded and when a child comes off behaviour these records are moved into their personnel file.

### **Anti-bullying**

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.

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. Staff will intervene when they think a child is being bullied, however mild or harmless it may seem and sensitively discuss any instance of bullying with the parents/carers of all involved to look for a consistent resolution to the behaviour.

By positively promoting positive behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop a positive sense of self, have confidence in their own abilities, make good friendships, co-operate and resolve conflicts peaceably. These will provide them with a secure platform for school and later life.

Reviewed: January 2023	Next review date: March 2024
Signed on behalf of the nursery: <i>Mikki Parkes</i>	