

# Abacus Nursery - Promoting Positive Behaviour

EYFS: 3.2, 3.52, 3.53

At Abacus Nursery we feel it is important to provide a secure, caring and supportive environment, where staff build open and positive relationships with children to understand their thoughts, feelings and behaviours. 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.

Staff are committed to creating an atmosphere of mutual respect and encouragement in which children can develop:-

- A sense of right and wrong.
- The importance of good manners and personal skills.
- Self-respect and growing self-esteem.
- Self-discipline including consideration and empathy for others
- Showing respect for individual's background and beliefs
- Social skills such as sharing, negotiation and problem solving.
- The importance of taking care of the environment, the equipment and the toys they use.
- The ability to challenge unacceptable behaviour from others i.e. bullying and name calling.

In order to achieve this staff:-

- Manage behaviour rather than the discipline of the child.
- Support each child's social and emotional development to give children a chance to explore and identify their concept of themselves and their place in the world, interpersonal relationships, conflict resolution, the rules of society and developing a positive approach to new experiences.
- Develop a safe emotional environment which will support children in understanding and identifying their own emotions, building a positive self-image, developing good relationships with others and being able to follow the rules of the setting. This first step in this process will be developing secure attachments (Key person) with children and positive relationships with their parents. If children do not feel comfortable and secure at Abacus they are unlikely to be able to start to explore, make friends and start to learn.
- Discuss and agree the ground rules covering the conduct of the group and the behaviour of the children within the Nursery. Through this discussion individual practitioners will be encouraged to acknowledge their own feelings around particular types of behaviours ensuring that all staff are in total agreement and can then set clear boundaries and apply the rules consistently, so that children have the security of knowing what to expect and can build up useful/acceptable habits of behaviour.

- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Promote non-violence and encourage children to deal with conflict peacefully
- 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
- Will make them-selves aware of, and respect, a range of cultural expectations regarding interactions between people as required.
- Try to see things from their point of view, understanding how children see the world.
- Support and promote self-regulation and empathy as appropriate to the stage of development
- Are aware of their own mood and disposition when supporting and guiding a child during periods of negative behaviour and when the support of a team member to help or take over is required. In this situation staff use the word "RED" to indicate to colleagues their support is required.
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
- Will not raise their voices in a threatening way.
- Will not use techniques intended to single out and humiliate individual children such as the 'naughty chair' will not be used.
- Will not label children using terms such as naughty or stupid.
- Will never use or threaten corporal punishment nor are practices which humiliate or frighten children.
- Will never use nor threaten physical punishment, such as smacking or shaking
- Will only use physical intervention such as restraint to prevent a child from injury to themselves, injury to other children or adults and/or serious damage to property. Any significant event of this sort will be recorded, and the parent informed the same day.
- Will never leave children unsupervised.
- Will encourage children to build positive relationships. Opportunities will be provided to learn the skills needed to build high self-esteem, enabling the children to have the confidence to deal with solving problems and disputes. Where the children act aggressively or unkindly, staff will always explain and support children in understanding that what they have done is unacceptable and why. They will support, discuss and advise on a more positive solution for future use.
- Will support children in learning how to behave. As role models in the nursery, all adults are aware of the importance of providing a positive attitude throughout the day, demonstrating friendliness, care and courtesy towards other staff and children.
- Will help children downstairs in setting and then upholding 'Our Golden rules' which are on display in the quiet room and discussed as required
- Will encourage 'Children to be children'. Our expectations of behaviour are realistic for every individual child's level of maturity and understanding.
- Will use, and encourage the children to use phrases like "your making me sad because" ....., rather than using physical expression.
- Will be aware that some kinds of behaviour may arise from a child's special needs. An Individual plan would be in place to ensure all staff know how to support this child consistently

- Will assess each situation individually, understanding that children need caring guidance, time and practice in learning how to behave
- Will ensure positive steps are taken to avoid a situation in which children receive adult attention only in return for undesirable behaviour. Staff will encourage and praise good behaviour rather than focussing on what is unacceptable.
- Are committed to working in partnership with parents and promise to keep them informed of any concerns, regarding their child that we may have. We aim to advise parents rather than criticise and to solve problems rather than blame. Incidents considered by staff to be 'significant' will be recorded and shared with parents as they happen. Their comments and signature on the behaviour record will be requested.

#### Acknowledging feelings:-

Expressing emotions and giving emotional language helps children to understand the way they feel and why. Children will be given opportunities to talk about how they feel. Pictures, symbols and photos of a range of facial expressions portraying happy, sad, tired, surprised, excited, upset, shy etc are used so even children who cannot yet, or feel unable to articulate their feelings can identify with a range of different emotions. These feelings are then explored and discussed with the children allowing staff to support individual children where necessary.

#### Saying sorry:-

After any incident of aggression from a child it is important that we acknowledge the emotions i.e. hitting/biting has made e.g. \*A\* is sad because it hurt them. This will help the child to understand/begin to understand the consequences of their actions and develop empathy. Asking a child to say sorry after unacceptable behaviour incident is pointless unless the child understands why they are saying sorry. Children are encouraged but never forced to say sorry as this is not achieving anything but satisfying the adult asking for the apology. Children are only asked to consider apologising if they have already developed an understanding of cause and effect.

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.

The manager has overall responsibility for behaviour management and will:

- Ensure a positive consistent approach is maintained
- 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. Attending meetings when required.

- 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.
- Support staff with collecting observations and keeping accurate, relevant records

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

Children will be nurtured and cared for to the highest standard therefore when inappropriate behaviour requires a firm handling this is unusual to their normal care. This means that children will respond to a raised voice or exaggerated body language to show our disapproval at something. Staff will always follow up with an explanation as to why this behaviour is unacceptable, linking it to the Personal, social and emotional development of others or health and safety for example.

Our consistent 3 step approach:-

1. Explain to the child that what they are doing is not acceptable, unkind...
2. Where that behaviour continues staff remind them and explain they are making them feel sad - Sad face given (all staff carry a sad and happy face in their tabard). If the behaviour improves the sad face is swapped for a happy face and the child praised.
3. Where the behaviour still continues the child will be removed from the situation. This could just be away from that activity i.e. circle time or when deemed necessary to the office. The office is not a 'naughty place' as it is a cherished place for management to see the children every day, to share news etc but it does provide a quieter place for a child to reflect on their behaviour and provide space to stop the unwanted behaviour escalating. Before returning to their friends a member of staff (manager) will talk with the child to ascertain they understand why they have been in the office and how they could behave differently next time. Parents are always informed of these occasions.

Persistent or disruptive behaviour:-

In the event of persistent or disruptive behaviour when our 3 step approach is not working, behaviour observations will be carried out by the child's key person/room supervisor to try and ascertain any 'triggers/patterns within the Nursery environment that we maybe able to address to eliminate the problem. Recurring problems will be tackled by the whole Nursery and discussed at a staff meeting to provide consistency. Parents will be consulted and may be able to tell us about external factors that are having an impact on their child's behaviour. This will help us to understand the emotional impact on their child and how we can best support them. It will also give us opportunities to discuss strategies with parents so that we can develop a consistent approach to any issues and support the parents. Where problems persist we will (with parent's permission) liaise with other professionals for their guidance.

Where an individual child's behaviour seriously impacts on the setting and all strategies (i.e. working with parents, staff training and professional advice) have been used with no progress being made a meeting with parents would be arranged. At this meeting, management will discuss with parents what is best for this child, this may be a period of absence from Abacus and we would work with the child and family on a programme of re-integration where possible. However it may be decided that Abacus cannot provide the support the child requires for their ongoing development and moving to another setting would be in their best interest.

When children behave in unacceptable ways:

1. We always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
2. 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.
3. We use a variety of tracking forms and record sheets to monitor and record any inappropriate behaviour that has taken place. We inform parents and ask them to read and sign any incidents concerning their child. All incidents are logged on their Well-being record

### 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. There are times throughout the day that provides children with time to 'be quiet', reflect and take hold of their day. 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.

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.

As part of our Whistle blowing Policy staff are expected to report any member of staff who they feel handled a situation not in line with this policy.

Any concerns a parent has about their child's behaviour will be treated in the strictest confidence.

This policy was adopted on	Signed on behalf of the nursery	Date for review
14.05.19		May 2020