



## ACHIEVING POSITIVE BEHAVIOUR

EYFS: 1.1, 1.2, 1.3, 2.1, 2.2, 3.52, 3.53

### Statement of Intent

Harvey Road Day Nursery Limited believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

### Aim

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional needs.

### Methods

In the Nursery, Christine Hall and Rachel Scally are the named persons and have overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

We require the named person(s) to:

- Keep themselves up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
- Access relevant sources of expertise on promoting positive within the programme for supporting personal, social and emotional development: and to;
- Check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.

We recognise that codes for interacting with other people vary between cultures and require staff to be aware of – and respect – those used by members of the setting.

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 familiarise new staff and volunteers with the setting's policy and its guidelines for behaviour and wellbeing.

We expect all members of our setting – children, parents, staff, volunteers and students – to keep to the guidelines, requiring these to be applied consistently.

We work in partnership with parents. Parents are regularly informed about their children's behaviour by their key person. We will achieve this informally initially, then set and record meetings until the issue is resolved.

We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

### **Strategies with children who engage in inconsiderate behaviour**

- We require; staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary 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.
- 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 action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our setting leader and are recorded in the child's personal file. The child's Parent/Carer is informed on the same day.
- In cases of serious misbehaviour, such as radical or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

### **Children under three years**

- When children under three 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 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. Staff 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.

### **Rough and tumble play, hurtful behaviour and bullying**

Our procedure has been updated to provide additional focus on these kinds of inconsiderate behaviours.

### **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, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pre-social and not as problematic or 'aggressive'.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behaviour boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies – blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the context of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

### **Hurtful behaviour**

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their 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 cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them to manage feelings as they have neither the biological means nor the cognitive means to do this for them.
- We understand that self management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger fear.
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

### **Bullying**

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another.

If a child bullies another child or children:

- We show the children who have been bullied that we are able to listen to their concerns and act upon them;
- We intervene to stop the child who is bullying from harming the other child or children;
- We explain to the child doing the bullying why her/his behaviour is not acceptable;
- We give assurance to the child or children who have been bullied;
- We help the child who has done the bullying to recognise the impact of their actions;

- We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- We do not label children who bully as ‘bullies’;
- We recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstances causing them to express their anger in negative ways towards others;
- We recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry it is unclear the they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour; we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child’s behaviour; and
- We share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

#### **Contact Numbers**

<b>Name</b>	<b>Contact No</b>
<b>Social Services Emergency Duty Team</b>	<b>03454 0455203</b>
<b>Ofsted</b>	<b>0300 1231231</b>

<b>This policy was adopted in</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
<b>March 2021</b>	<b>Christine Hall - Manager</b>	<b>March 2022</b>