

## The Villa Nursery Promoting Positive Behaviour Policy

At The Villa Nursery, our priority is that children feel safe, valued, heard, happy and secure.

### Rationale

This Policy provides a framework for the creation of a happy environment, where children are taught respect and consideration of their and others behaviour. Caring adults act as good role models, show them respect and value their individual personalities.

We have a named person who has overall responsibility for our nursery for supporting personal, social and emotional behaviour including behaviour. The named person is **Tatiana Homer**. She is responsible for:

- Advising and supporting other staff on behaviour issues
- Along with each Room Behaviour Manager, keep up to date with legislations and research related to behaviour
- Support and organise changes to policies and procedures in the Nursery
- Act as central information source for practitioners and parents
- Attend relevant training

### Aims of Policy

- To develop a sense of right and wrong behaviour according to the children's age and level of development
- Recognise the individuality of all our children and that some behaviours are a key stage of development in young children e.g. biting
- Supporting the understanding and development of impulse control, consideration for each other, our surroundings and property
- Ensure that all staff act as positive role models for children at all times
- Our approach will always encourage self-control, responsibility and restoring friendships
- Encourage parents 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

- Encourage children to learn and recognise their emotions and how to positively deal with them
- 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, through clear and effective co-regulation as appropriate to the stage of development

## Principles

Our policy is based on the Personal, Social and Emotional Development core elements of the Early Years Foundation Stage (EYFS). The EYFS states that “children must be provided with support which will help them to develop a positive sense of themselves and of others; respect for others; social skills and a positive disposition to learn.”

We believe in promoting positive behaviour. Within the nursery we aim to set 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 development of self-regulation skills, require adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and big emotions. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their response.

We are committed to working in partnership with parents and carers in supporting children’s development in all areas, including behaviour, and we take into account children’s age and stage of development. We recognise that there may be different expectations for children’s behaviour at home and at nursery. We therefore work closely with parents/carers to explain the ways in which we promote positive behaviour and to explain the ways we can work together to promote the same message to children.

Our nursery commitments to and from each other, 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.

## **Parents as Partners**

We inform parents if their child's behaviour is regularly 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.

Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns triggers and the causes of that behaviour. To support this process, trigger observations TRUST Forms are completed (Triger, Response, Understanding the need, Support Required, Time to Reflect). From these observations and discussions, we will implement an individual behaviour support plan.

## **Strategies for supporting behaviour that challenges**

Where behaviours that challenge are recognised or observed, staff will intervene appropriately, in a clear, calm and positive manner, to support children to reconcile conflict. This will be done in an age appropriate approach.

- We will always seek an understanding of why children are behaving the way they are and take a considered and well-informed approach in our response.
- We do not single out children or humiliate them in any way. Where children show behaviour that challenges, 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. Practitioners will always get down to the children's level when dealing with these behaviours.
- We never use or threaten to use physical punishment/corporal punishment such as smacking or shaking

- We only use physical intervention for the purpose of averting immediate danger or personal injury to any person (including the child) We keep a record of any occasions where physical intervention is used and inform parents on the same day
- Practitioners will not raise their voices (other than to keep children safe) and will remain calm. They understand if they feel stressed, they should call for support as required.
- In any case of disproportionate 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 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 educators support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and help children to understand the consequences of their behaviour.
- We help Practitioners to reflect on their own responses towards behaviours that challenge to ensure that their reactions are appropriate
- We support children in developing non-aggressive strategies to enable them to recognise and express their feelings (Zones of Regulations)
- 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
- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs
- Where a child's behaviour involves aggressive actions towards other children and educators on a regular basis, for example hitting, kicking etc. The manager will complete risk assessments identifying any potential triggers or warning signs ensuring other children's and educator's safety at all times. In these instances, we may remove a child from an area for their safety and the safety of others, whilst always remaining with the child for support.

**We help children look after themselves and to care about others by:**

- Encouraging children to participate in a wide range of group activities to enable them to develop social skills
- Praising them: focusing on the positive things they do
- Encouraging them to ask for help from peers as well as adults
- Building their independence through self-help skills
- Encouraging them to learn from each other
- Modelling appropriate behaviour
- Working on and reinforcing the understanding of feelings, e.g. in circle time and in our day to day interactions and discussions
- Naming and making feelings clear including the consequences of their actions: reflecting back to children
- Being aware of the power of language, i.e. not being confrontational or negative
- Boosting self-esteem
- Giving time to listen and help acknowledging their responses sensitively
- Modelling behaviours we would like them to copy
- Encouraging children to wait their turn
- Giving children clear messages and setting an example

### **Biting/scratching**

We believe, that children may use certain behaviours such as biting/scratching as part of their development. These are common behaviour that some young children can go through and can be triggered when they do not have the words to communicate their feelings, such as anger, frustration or needs.

### **Our Procedures**

The nursery uses the following strategies to help prevent biting: sensory activities, biting rings, adequate resources and staff who recognise when children need more stimulation or quiet times. However, in the event of a child being hurt we use the following procedures.

The staff member who is present will:

- Comfort any child who has been harmed and check for any visual injury. Administer any first aid where necessary.
- Complete an Incident form and inform the parents via telephone if deemed appropriate, or at collection time.

- For confidentiality purposes and possible conflict we do not disclose the name of the child who has caused the injury to the parents
- Tell the child who has caused the injury in terms that they understand that biting/scratching (the behaviour and not the child) is unkind and show the child that it makes staff and the child who has been hurt sad. The child will be asked to say sorry if developmentally appropriate or helped to develop their empathy skills by giving the child who has been bitten a favourite book or comforter.
- If a child continues to bite/scratch, carry out observations to try to distinguish a cause, e.g. tiredness or frustration
- Arrange for a meeting with the child's parents to develop strategies to prevent the unwanted behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault
- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who has been bitten. If a child or member of staff sustains a bite wound where the skin has been severely broken arrange for urgent medical attention after initial first aid has been carried.

## **Sensory needs**

Our children may require adaptations and accommodations to support their sensory needs. Regular movement opportunities, flexibility in expectations – e.g sitting down for carpet time, time to decompress when things become too overwhelming or ear defenders to dull auditory overload. These are all added into their support plans and staff are aware of the tools and strategies that support each unique child.

We use simple language, gestures and visuals to support them when they are dysregulated. Each child receiving additional support for SEND, has a clear sensory profile and strategic plan that has been written by the nursery SENCo and shared with the team. This allows educators to be aware of a child's triggers, signs of dysregulation as well as the strategies that meet their needs to support a balance of the nervous system.

## **Special Educational Needs and Disability**

Within The Villa Nursery we are aware that behaviours *can* be an indication of need and/or the brain and bodies response to stimulus and experiences. This is the case for many of our children with additional support needs. Our team regularly receive training on supporting neurodivergent children in the early years space.

We are aware that some behaviours are communication of an unmet need, or a brain/body response to sensory stimulus and overwhelm. We acknowledge that some of our children will require additional support, connection, space and resources to aid these big emotional moments.