



All Saints Nursery School

Promoting Positive Behaviour Policy

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Promoting Positive Behaviour Policy

All Saints Nursery School

Within All Saints Nursery School all staff aim to foster an atmosphere of respect and consideration towards others, with adults being positive role models and everybody working together in a happy, positive environment. We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them, children are free to develop their play and learning without fear of being hurt or hindered by others.

Staff aim to work towards an environment in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. Coming into and settling into a new environment is an emotional and often overwhelming transition for young children; especially as they are beginning to develop complex skills needed to communicate, negotiate, interact and socialise with their peers. Skills such as turn taking and sharing often create minor conflicts between children as they learn to understand and cope with powerful emotions. During these conflicts staff help children reflect, regulate and understand their actions or words, this way children begin to resolve things themselves.

Managing feelings and behaviour is an aspect of learning and development in the EYFs and as practitioners, staff have a responsibility to teach and support learning in this area, and not simply expect or require certain standards of behaviour. Staff also have a responsibility to work in partnership with parents/carers and ensure that all families are aware of our behaviour policy.

Children's behaviour should be managed effectively and, in a manner appropriate for their stage of development and individual needs. Staff need to be aware and alert to the emotional wellbeing of children who may be affected by many different things around them, such as; change to routine, not sleeping well, a parent/carer being away. Staff will access external or expert advice if ordinary methods are not effective with a child. This is done with partnership with parents.

All staff need to create an environment that encourages positive behaviour. The nominated person **Claire Barker** will keep up to date with relevant training and will scaffold this to the team. New staff and volunteers will be familiarised with the behaviour policy and rules for behaviour. Any staff with their own children attending the setting will follow the nursery behaviour policy when dealing with their own child within nursery hours.

Staff and Setting

Activities are carefully planned to ensure children have a balance of structured and free play to ensure that they do not become frustrated or bored. All staff will work hard to foster a warm and caring relationships with children to ensure they feel valued, safe and secure. Children should be involved in the discussions surrounding 'rules' dealing with the conduct of behaviour. Within All Saints Nursery we use 'Superhero Rules'. All staff within the setting ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up positive habits of behaviour.

Staff will provide a positive model for children regarding friendliness, care and courtesy. They will use positive strategies for handling any conflict by supporting children to find solutions in ways which are appropriate for the ages and stages of development. Staff will praise and endorse good behaviour, which will be shared with the group and recognised by positive attention. Staff should take steps to avoid a situation in which a child only receives attention for undesirable behaviour. Staff should always take into account other religions and cultures beliefs and respect them.

Staff will use appropriate and positive language when around the children, especially when speaking to them. A child's name should be used rather than terms of endearment such as sweetie, poppet etc. Any nicknames should be given by parents and agreed by the children. Staff should not make up their own nicknames for the children. Staff should never speak negatively to a child or use language to make them feel guilty. Staff should strive to role model positive appropriate language.

Misbehaviour

Children are never criticised, labelled, punished, shouted at, humiliated or isolated by removing them from the group for a 'time out'. If a child is causing harm to others or is distressed it may be beneficial to remove them from the immediate situation, they may need distracting or calming down with their key person. If appropriate, and they are calm enough to understand, staff can take this time to reflect with them on what has happened. Children will be supported in considering their feelings and their peers' feelings in an appropriate way for the individual child.

Unwanted behaviours are addressed using an agreed and consistently applied approach understood by all staff. If the behaviour results in concern for the child and/or others then this must be discussed with the key person, SENCo, manager and parents/carers and adjustments must be made to support the child.

Any behaviour problems will be handled in a developmentally appropriate way, respecting the individual child's levels of understanding. Staff must be aware that some kinds of behaviour may arise from a child's emotional needs or social development difficulties. Advice and support should always be sought if needed.

It may be helpful for staff to use methods such as the ABC approach for consistently bad behaviour to see if there is a pattern that emerges when/where the behaviour occurs. If a trigger is identified staff can support the child to overcome this. If needed there would be a meeting with the parents/carer, Key person and SENCo to discuss using the graduated approach to help support the child.

In the case of severe misbehaviour, such as racial abuse, the unacceptability of the behaviour will be made clear immediately, by explanation NOT personal blame. Parents/carers will be informed immediately. It will be made clear to the child/children that it is the behaviour not that child that is unwelcome.

Physical Intervention

Staff must do all they can to avoid using physical intervention as this is not the preferred way of addressing children's behaviour.

Staff will use different elements of physical contact with a child as part of their interaction in the setting, especially for comfort and first aid. Physical intervention to keep a child/children safe is different and should only be used in exceptional circumstances.

Physical punishment of any kind is never used or threatened. Staff will not use any form of physical intervention unless to prevent personal injury to the child, to others or serious damage to property. Any incident is recorded in a behaviour incident file and parent/carer is informed and will sign.

The EYFs states that physical intervention is

'averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary'

Staff should use the principle of applying reasonable minimal force and handling in proportion to the situation. Staff should use as little force as possible to maintain safety. The intervention should only be for a short period to keep safety and maintain wellbeing.

Physical handling:

- Child's safety and wellbeing are paramount
- Calm, gentle but firm approach
- Never restrict the ability to breathe
- Side by side contact
- No gap between bodies
- Adults back straight as possible
- Avoid close head-to-head positioning
- Hold child by long bones not joints
- Avoid lifting
- Reassure child and talk about what happened

Bullying

Bullying involves persistent physical or verbal abuse of another child/children. Although bullying is uncommon in Early Years, we take it very seriously. Children will never be labelled as a bully.

If bullying occurs:

- Intervene to stop the behaviour
- Explain in an appropriate way why this behaviour is not acceptable
- Give comfort and reassurance to the child/children being bullied
- Help child to understand their actions and to apologise
- Make sure we praise positive behaviour
- When children bully we discuss what has happened with their parents and work out a plan to handle the child's behaviour
- When a child is being bullied we discuss what has happened with their parents explaining that the child who has done the bullying is being made to understand their behaviour and is working on positive behaviour strategies

Partnership with Parents/carers

Partnership with parents/carers is a huge part of how we work within All Saints Nursery. Staff regularly inform parents of their children's behaviour and progress through face-to-face meetings, during drop off, pick up times, through the online learning journal Tapestry or via email or phone consultation. Staff respond sensitively to complaints from parents/carers about other children's behaviour i.e., biting/hitting and will investigate and keep all parties informed and provide support and time for discussions where necessary. Staff will provide information and support for parents/carers who are struggling with their child's behaviour.

Reoccurring behaviour problems will be tackled by the whole Nursery School, in partnership with parents/carers, using objective records (such as ABC record forms) to establish an understanding of the cause. Staff will be trained in understanding that significant changes in behaviour may be possible signs of neglect and abuse and will need to record these.

*See also policies on the reporting of accidents/incidents, complaints, partnership with parents. Staff regularly review this policy and seek the views of parents in satisfaction surveys and questionnaires.

We will review this policy as a staff team in the light of the EYFS "managing feelings and behaviour" See attached review sheet

Legislation links

Equality Act 2010, Special Educational Needs and Disability Act 2014, Special educational needs and disability code of practice: 0 – 25 years (2015)