



## Promoting Positive Behaviour Policy

### Policy statement

Little Elms aims to work in partnership with parents to lay foundations from which children will grow into happy, confident and thriving children. We believe that children and adults are happiest in an environment in which everyone knows what is expected of them, with clear boundaries and expectations.

We create an environment where children, parents and staff all value, respect and care for each other. We accept the importance of adopting a positive attitude which emphasises and recognises good behaviour rather than identifying only that which is negative.

### Positive Behaviour Lead

Each Little Elms Nursery has a nominated individual who is the named Positive Behaviour Lead. The role of the Positive Behaviour Lead is to:

- Ensure that the Promoting Positive Behaviour Policy is adhered to throughout the nursery
- Support all colleagues to uphold the policy and be a good role model
- Provide colleagues with advice and direction
- Attend training available in support of Promoting Positive Behaviour and keep up to date with new practices/research
- Cascade training to colleagues within the nursery
- Discuss specific children's achievements, current needs and individual strategy plans with key persons as required/requested.
- To help and support colleagues with any issues regarding children's behaviour

### Promoting Positive Behaviour

We recognise that promoting positive behaviour, is just as important as the ability to be able to effectively handle incidences of negative behaviour. Our staff recognise that creating an environment where children feel valued for their positive daily actions, interactions and contribution is essential to the overall positive behaviour approach of our settings.

To create the correct environment, we apply the following with the aim to support with the overall positive behaviour strategy in our nurseries:

- We ensure children are appropriately supervised at all times in line with the Statutory Framework.
- We offer a range of settling in sessions so children have the opportunity to feel safe and secure from their very first day.
- We ensure children have an allocated key person and key buddy so they feel safe and secure.
- We ensure we have a range of stimulating and exciting activities available to children throughout the day.
- We ensure we have enough resources available in age groups where 'sharing' can be a difficult concept for children to grasp.
- We ensure children have access to the outdoors (at least in the morning and again in the afternoon) offering a **minimum** of 1 hour daily outdoor time.

Whilst the positive behaviour management strategies are bespoke to each nursery playroom based on their individual's children's needs, we always adopt the following approach in all of our nurseries:

- Offering praise and encouragement
- Displaying positive body language – smiling, open arms and clapping
- Offering rewards such as stickers as deemed appropriate for individual children in partnership with parents



- Giving children opportunities to be heard and listened to – for example, in a small group or one to one with their key person

## Golden Rules

At Little Elms, we recognise that it is fundamental in promoting positive behaviour to set clear and consistent boundaries for children. Our company fundamental golden rules which apply to children and adults alike are:

1. We always walk indoors
2. We are always polite
3. We treat others how we like to be treated
4. We take care of our environment

## Challenging Behaviour

Little Elms recognises that most children at certain stages in their development, can demonstrate behaviour that is generally considered negative. Regardless of a child's behaviour, all staff at Little Elms are required to respond to children in a calm and positive manner.

Here are some examples of common negative behaviour displayed by children:

- Physically harming another child or adult including biting, hitting, punching, pinching, scratching, kicking and pushing
- Verbal - including racist, mocking, name calling or exclusion
- Spitting
- Screaming, shouting and/or running inside the nursery building
- Destructive (improper) use of toys, equipment or materials

When managing challenging behaviour, Little Elms Staff will **NEVER**:

- Single out or humiliate a child in anyway.
- Raise their voice to a child or in a playroom in a threatening way.
- Use or threaten use of physical punishment such as smacking.
- Physically restrain a child unless to prevent physical injury to children or adults, or to prevent serious damage to property.
- Use time out or a 'naughty chair/corner' as an approach to handling negative behaviour.

Use of any of the above may constitute gross misconduct, and therefore, result in disciplinary action being taken.

## Strategies for Managing Challenging Behaviour

We recognise that babies and 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.

In all cases of challenging behaviour, staff will remain 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.

Here are some strategies we use at Little Elms when managing challenging behaviour:

### ***Distraction***

Through observation, we will aim to identify 'triggers' which may allow us to anticipate a negative response. We plan ahead for distracting all or some of the children onto something different before a behaviour becomes

challenging. This can be something very different or unusual that you don't normally use (for example, during periods of transition which can be challenging for children, distract the child/(ren) by engaging the group in a game using torches.

### **Externalisation**

Separate the child from the unwanted behaviour by appealing to the child to change what their body is doing – e.g. – to a fidgety child – tell your hands and legs to lay still.

### **Choices**

Give a child two choices, one that you want them to choose and one that you know they won't – e.g. – 'Do you want to tidy the bricks with Jake or read a book with me?'

### **Broken Record**

Keep repeating the behaviour that you want to see – e.g. – 'Put your coat on please, let me see you with your coat on, please put your coat on. Ensure that we follow this with praise – 'Good boy William – you have put your coat on!'

### **Consequence Approach**

'If you choose to throw the cars we will have to put them away.' Ensure that we describe the correct behaviour – the behaviour that we do want to see – 'Play with them on the mat and we can keep them out.' Ensure that we carry out the 'consequence' if the child does not demonstrate the behaviour that we wish to see.

### **Give them Time**

Avoid confrontation by telling the child clearly what we would like them to do, then state that we will be back later to check – e.g. – 'I am going to get the plates for snack and when I come back I want to see that you have put the bricks back in the box.'

### **Recognise Tantrums but don't punish because of them**

Allow a child to come out of a tantrum – acknowledging their feelings and helping them to move on without fear of reprisal (some children find it very reassuring to be held around their 'core' – stomach and back as this will help them calm down and then say, 'I know you are feeling upset, shall we see if we can find the special puppet'.

### **Tell, praise and ignore**

If you see a child behaving in an appropriate way state the behaviour that you do want to see then ignore the unwanted behaviour (if it is safe to do so) and then give them praise and attention as soon as they conform.  
When/then

'When you have tidied away the books then we can get the cars out.'

'When you have washed up your plate then we can go and build a tower.'

### **Provide an alternative**

'Sorry you cannot have a go on the computer at the moment but we can go outside and play with the bikes.'

### **First and Then**

'First put your apron on, then you can play in the water.'

When a child does something inappropriate respond by describing the behaviour you want to see – e.g. – keep the sand in the sand tray. Draw on the paper. ALWAYS praise when the child does what you expect them to do.

### **Some Key Points to Remember:**

- It is so important to work in partnership with parents to establish consistent approaches.
- We will find what does work for a child and do more of it.
- If an approach doesn't work – we will STOP and try something else.



- We will work together as a team and be consistent.
- When supporting children's behaviour, we remember that the behaviour that we can make the most changes to is our own.

## **Biting**

Biting can be fairly common among children and can be a painful and frightening experience. Some children may bite for various reasons which may include:

- Exploration-mouthing and tasting an object is something all children do. Young children don't always understand the difference between gnawing a toy and biting a person.
- Cause and effect - sometimes children bite as they know they will get a reaction.
- Attention - children may bite to get attention even if it is negative attention.
- Imitation - children love to copy others. If they see a child bite, they may copy the behaviour.
- Independence - children are trying hard to become independent. Biting can be a powerful way to control others.
- Frustration – children do not always have control over their bodies and cannot always express themselves so hitting, biting and pushing becomes a way to express upset (particularly if the child has limited communication skills, for example, is non verbal or limited words).
- Stress – biting is a way of relieving stress and expressing feelings.

If a child continually bites, staff will carry out observations to determine a cause, with a view to then developing bespoke strategies in partnership with the child's parents in response to the biting behaviour.

### ***When the biting incident occurs:***

1. The child who bit will be removed from the situation whilst the child who has been bitten is comforted and first aid applied.
2. Staff should talk to the child who bit, telling the child in as few words as possible that biting hurts and is not nice.
3. Time should be spent comforting the bitten child whilst the biter receives no special treatment to show that biting is not rewarded.
4. The parent of the bitten child will be contacted to inform them of the accident.
5. The accident will be recorded on an accident form (for the bitten child) and on an incident form (for the child who bit), ensuring confidentiality by not including the opposing child's name and these will be signed by parents once the incident has been discussed with them in private.

## **Individual Education Plan**

In the event a child's behaviour gives us consistent cause for concern, we may introduce a range of targets and strategies in support of the individual child. This will be completed in collaboration with the child's parent, where a consistent approach will be agreed, monitored and reviewed (minimally every 6 weeks).

These targets and strategies will be documented on an Individual Education Plan, by the key person with the support of the Management Team.

It may also be appropriate, that Little Elms seeks permission from the parent (by requesting they complete and sign an Information Sharing Consent Form) to contact external agency support.

For example, an Early Years specialist from the Local Authority Team who may be able to attend the nursery to carry out observations and provide the nursery with supportive strategies.



*Associated Documents:*

- *Individual Education Plan*
- *Information Sharing Consent Form*
- *Biting Factsheet*