

10.1 Promoting positive behaviour policy.

Policy statement

At Perins Pre-school, we believe that children flourish best when they feel safe and secure and have their needs met by supportive practitioners. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. The setting actively promotes British values and encourages and praises positive, caring, and polite behaviour always and provides an environment where children learn to respect themselves, other people, and their surroundings.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the pre-school, 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.

We implement the early years curriculum, supporting children to develop their personal, social, and emotional development. This involves helping children to understand their feelings and emotions and others and beginning to regulate their behaviour. We support children to do this through working together with parents, having consistent approaches, structure, routine, and age and stage appropriate boundaries appropriate to the emotional development of the child.

To support positive behaviour, we aim to:

- Recognise the individuality of all our children and that some behaviours are normal in young children e.g. biting.
- Provide a warm, responsive relationship where children feel supported and valued.
- Encourage self-discipline, consideration for each other, our surroundings and property.
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills.
- Ensure that all staff act as positive role models for children.
- Encourage parents and other visitors to be positive role models and challenge any poor behaviour shown.
- Work in partnership with parents by communicating openly.
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them.
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent.
- Promote non-violence and encourage children to deal with conflict peacefully.
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families.
- 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 children's understanding of different feelings and emotions through self-regulation and empathy as appropriate to the stage of development.
- Have a named person who has overall responsibility for behaviour management.

The named person for managing behaviour is Michelle Osman and Kirsty Rowland and Jemma Warwick

- Advise and support other staff on behaviour issues.
- Keep up to date with legislation and research relating to promoting positive behaviour.
- Support changes to policies and procedures in the pre-school.
- Access relevant sources of expertise where required and act as a central information source for all involved.
- 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.

Our pre-school rules 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.

Children who display distressing/challenging behaviour, for example, by physically abusing another child or adult e.g. biting, or through verbal bullying, are helped to talk through their feelings and actions through co-regulation and apologise where appropriate. We make sure that the child who has been upset is comforted and the adult will confirm that the other child's behaviour is not acceptable. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child or their feelings.

When children behave in unacceptable ways:

- We never use or threaten to use physical punishment/corporal punishment such as smacking or shaking or use or threaten any punishment that could affect a child's well-being.
- We will only use physical intervention for the purpose of averting immediate danger or personal injury to any person (including the child) or to manage a child's behaviour if necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable.
- We recognise that for some children there may be specific development needs that mean regular and ongoing restraint may be necessary to keep themselves and others safe from harm. Any restraint used will be carried out by staff who have received specialist restraint training and staff will use techniques and guidance recommended by the approved training provider. Specialist restraint arrangements will be agreed with parents and recorded. We will complete an incident form following any use of restraint and notify the parents the same day.
- We do not single out children or humiliate them in any way. Where children are displaying challenging behaviour, they will, wherever possible, be distracted/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.
- Staff do not raise their voices (other than to keep children safe).
- In any case of misbehaviour, 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 staff support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate.
- We help staff to reflect on their own responses towards challenging behaviours to ensure that their reactions are appropriate.
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with inappropriate behaviour in pre-school 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 setting. In some cases, we may request additional advice and support from other professionals, such as an educational psychologist.
- We support children in developing non-aggressive strategies to enable them to express their feelings.
- We keep confidential records on any inappropriate behaviour 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.
- Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour plan where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The manager will complete risk assessments identifying any potential triggers or warning signs always ensuring other children's and staff's safety. In these instances, we may remove a child from an area until they have calmed down.

Anti-bullying

We encourage children to recognise that bullying, fighting, hurting, and discriminatory comments are not acceptable behaviour. 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. Staff will intervene when they think a child is being bullied.

We recognise that children need their own time and space and that it is not always appropriate to expect a child to share. We believe it is important to acknowledge each child's feelings and to help them understand how others might be feeling.

At our setting, staff follow the procedure below to enable them to deal with challenging behaviour:

- Staff are encouraged to ensure that all children feel safe, happy, and secure.
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way.
- Children are helped to understand that using aggression to get things, is inappropriate and they will be encouraged to resolve problems in other ways.
- Our staff will intervene when they think a child is being bullied, however mild or harmless it may seem.
- Staff will initiate games and activities with children when they feel play has become aggressive, both indoors and out
- Staff will sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour.
- We will ensure that this policy is available for staff and parents, and it will be actively publicised at least once a year to parents and staff.
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the pre-school.
- All concerns will be treated in the strictest confidence.

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.

Biting

At Perins Pre-school, we follow a positive behaviour policy to always promote positive behaviour. However, we understand that children may use certain behaviours such as biting as part of their development. Biting is a common behaviour that some young children go through and can be triggered when they do not have the words to communicate their anger, frustration or need.

We use the following strategies to help prevent biting:

- Offering quiet/cosy areas for children if they feel overwhelmed.
- Provide stories and puppets and discussions about feelings and emotions.

We will arrange a meeting with the parents whose child has been bitten, particularly if the child has been bitten several times, to provide reassurance that the pre-school is managing biting incidents effectively.

Our procedures

The setting 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 bitten we use the following procedures. The most relevant staff member(s) will:

- Comfort any child who has been bitten and check for any visual injury. Administer any first aid where necessary. Complete an accident form and inform the parents via telephone if deemed appropriate. Continue to observe the bitten area for signs of infection. For confidentiality purposes and possible conflict, we do not disclose the name of the child who has caused the bite to the parents.
- Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the child who has been bitten 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. Complete an incident form to share with the parents at the end of the child's session.
- If a child continues to bite, 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 biting 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 out.

In cases where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, e.g. in some cases of autism where a child doesn't have the communication skills, the nursery manager will carry out a risk assessment and may recommend immunisation with hepatitis B vaccine for all staff and children.

We promote positive behaviour by:

- Having 'golden rules' to reinforce positive behaviour. Our rules are kind hands and feet, walking feet, and quiet voices.
- We give two warnings and then distract/re-direct the child.
- We encourage the children to talk about their feelings and emotions.
- We use calm voices and do not shout.
- If a child is displaying challenging behaviour and we feel it is not safe for the other children, we will remove the child to a calm area.

This policy was adopted by

Perins Pre-school

On

4th July 2024

Date to be reviewed

4th July 2025

Signed on behalf of the provider

Michelle Osman

Name of signatory

Michelle Osman

Role of signatory (e.g. chair, director or owner)

Pre-School Manager