



Elmore Kindergarten

Promoting Positive Behaviour Policy

To be Adopted: April 2020

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Review date: January 2023

1. Our Aims

Elmore Kindergarten is committed to ensuring that all children are treated as individuals, and staff are expected to adapt a consistent approach with regards to promoting positive behaviour.

We believe that children flourish best when their personal, social and emotional needs are met in an environment where there are clear and developmentally age appropriate expectations and when they know how they are expected to behave through interaction with caring adults who show them respect and value their individual personalities. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. Positive, caring and polite behaviour will be encouraged and praised at all times in an environment where children learn to respect themselves, other people and their surroundings and are able to learn from and make mistakes without fear of any consequences.

We ensure that children are safe, stimulated, happy and feel secure and comfortable with all staff, and recognise the importance of building strong attachments with children. We will provide support and care for children and their families based on individual needs to ensure that children can develop into happy, self-confident and well-adjusted individuals.

All children are treated as individuals and staff are expected to adopt a consistent approach towards managing inappropriate behaviour. This ensures that the children have the security of knowing what constitutes acceptable behaviour and what does not. The environment must always be conducive and relaxed, where children feel safe and welcome. In order to establish such an environment, staff must ensure that the children's play space is appropriate. Sufficient stimulating and challenging activities should be available to meet the children's individual needs. Staff must consistently thank and praise children for appropriate sharing, acts of kindness, helping others, playing co-operatively and for all their achievements.

We support positive development of children's behaviour and all staff are encouraged to use positive language and behaviours. Examples include:

- Say what you DO want, rather than what you DON'T want.
- 'I'd like you to walk in the nursery', rather than, 'don't run in nursery'.
- Say Yes rather than No. 'Yes, we can have story time, once we have tidied up' rather than "no, not yet, we have to tidy up first'.
- Use when and then to encourage respectful bargaining and sharing goodwill, 'when we've picked up the toys, then we can sit and have our snack'.
- Proactive praise good behaviour, limit attention on negative behaviour. 'Who tidied up the toys? Great job!' 'Great hand washing today'.

- Recognise that children can seek attention through negative behaviour

Elmore Kindergarten promotes treating children with the up most respect and ALL staff are expected to lead by example. All staff must act in a caring way and considerate manner towards each other, demonstrating good role modelling to the children which will develop a positive caring attitude for their future.

We ensure that children know that they can rely on being cared for in a fair, non-judgemental way, where feelings expressed are acknowledged and taken seriously. Children will receive reassurance and comfort when required and MUST not be told to stop crying. Staff must develop trusting relationships with children and support their personal, emotional and social development through offering comfort and space sensitivity.

Praise and encouragement and attention to the needs of the children as individuals, are fundamental aspects of the ethos of the nursery and must be readily given at all times. Through support of trusted adults, children will be nurtured and engaged in activities and learning opportunities that capture their interests and allow them to achieve to their fullest potential.

2. Hurtful Behaviour and Bullying

We take hurtful behaviour very seriously. Some children under five may at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time. This behaviour should not be labelled as bullying because for children under five hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

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 bullying behaviour. A child who bullies has reached a stage of cognitive development where he or she is able to plan to carry out premeditated intent to cause distress. Bullying generally occurs in children over the age of five so this is an issue we do not foresee occurring in our nursery. However, we will act upon any concerns that may be raised.

If a child hurts another child, staff will model compassionate behaviours, and encourage the other child to help and learn positive behaviour. In a positive environment children are generally eager to please, and often they will feel remorseful and will want to apologise if they feel that their behaviour has hurt or disappointed someone.

We will not allow and will deal with the following inappropriate behaviour bullying, hitting, punching, spitting, biting, pinching, pushing, negative body gestures, name calling, racist remarks, shouting, swearing, intimidation, lack of respect for people and property, invasion of privacy.

This applies to children, staff, parents and all visitors to Elmore Kindergarten.

Physical or humiliating punishment such as smacking, shouting and shaking will not be used or threatened. We believe that aggression breeds aggression and if children witness adults behaving in this way, they will think that this is an acceptable way to interact with others. All discipline must have a positive effect on a child's development.

Elmore does not have a naughty chair, a naughty corner, use the word naughty, call a child silly or use other such forms of punishment. Children WILL never be deprived of food or drink.

3. Managing Inappropriate Behaviour (Initial Intervention Approach)

Inappropriate behaviour includes any behaviour likely to injure themselves, other children or members of staff.

Where there is positive adult interaction and where children are engaged in an activity they are interested in and well occupied, instances of unwanted behaviour are rare. This is particularly so where children are made aware of what is acceptable behaviour is and what is not. This will obviously be dependent on the age and developmental stage of the child.

If a child receives regular positive reinforcement it is easier for them to accept an approach in respect to any inappropriate behaviour. Where relationships are positive children are generally eager to please. Achievement and positive behaviour should be rewarded with praise and positive attention. Inappropriate behaviour should be challenged without adopting a negative attitude towards children who may be behaving inappropriately.

All approaches used in managing inappropriate behaviour must have a positive effect on a child's development. Elmore Kindergarten has found that the most effective style is one where it is managed within a framework of care and support. Consistency is the key to success, with children having an understanding of what is an unacceptable behaviour. It is important to challenge all behaviour when children and staff are at risk of injury.

In these situations, Elmore Kindergarten use an initial problem-solving intervention for all situations in which a child or children are distressed or in conflict. All staff use this intervention consistently.

This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves. We follow High Scope's Conflict Resolution process and periodically the effectiveness of this approach is checked.

High Scope's Six Steps of Successful Conflict Resolution

When the internal state of a child with trauma has been addressed, you can scaffold children's understanding of conflict resolution by following the six steps below.

1. Approach Calmly, Stopping any Hurtful Actions

- Place yourself between the children, on their level.
- Use a calm voice and gentle touch.
- Remain neutral rather than take sides.

2. Acknowledge Children's Feelings

- 'You look really upset.'
- Let children know you need to hold any object in question.

3. Gather Information

- 'What's the problem?'

4. Restate the Problem

- 'So the problem is ...'

5. Ask for Ideas and Solutions and Choose a Solution Together

- 'What can we do to solve this problem?'
- Encourage children to think of a solution.

6. Be Prepared for People to Give Follow-Up Support

- 'You solved the problem!'
- Stay near the children.

7. Dealing with Consistent Inappropriate Behaviour (Focused Intervention Approach)

When a child displays consistent inappropriate behaviour and does not respond well to the usual forms of behaviour management in this policy, the child's Key Person and the Nursery SENCO will monitor and observe the behaviour by completing observations and ABC forms (parents must be informed beforehand) and will speak to the child's parents, providing clear information, covering the potential issues and discussing any support of other professionals that may be appropriate. Any meetings will have clear aims and information, this will be recorded, and a copy sent to all parties involved.

Other support professionals include our internal Lead SENCO, and external Health Visitors, Child Psychologists, Social Workers, Doctors, Speech and Language Therapists etc. The nursery will assist and support the parents and the child through their interactions with additional support professionals where appropriate and necessary.

See also our SEND Policy available on our website www.elmorekindergarten.com.

8. Physical Intervention

The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.

Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use 'reasonable force in order to prevent children from injuring themselves or others or damage property' (EYFS).

If 'reasonable force' has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's online file on Family, which states clearly when and how parents were informed.

Staff are trained to follow 'Safer Steps to Intervention' and these are available from the nursery for parents to view and use themselves in a home situation.

9. 'Thinking Time'

We will create some space in difficult situations by asking any child engaged in inappropriate behaviour to sit in 'thinking time' for NO longer than up to one minute for a year of their life. The idea of 'thinking time' is for children to reflect on their actions and how they would like to do something different in an age appropriate and developmentally way. During thinking time, the staff member will calmly talk to the child, providing a secure space for them to talk about their actions and behaviours. At all times, positive language will be used to help the children understand their negative behaviours and encourage positive ones. Thinking time should not be used unless completely necessary and children should not be 'threatened' with thinking time.

10. Gun Play

In a changing society nursery staff acknowledge that many images portraying war, guns, swords and fighting are seen in the media and on computer and video games.

Children at Elmore Kindergarten may have parents or family members that are in the forces, who may have been involved in active service. Some children have access to toys that depict power both outside of the nursery and in their own homes. Nursery staff will talk to children about their 'feelings' when it is appropriate and necessary, especially where we know that their family life is directly involved in conflict situations for example parents who may be in the forces.

Staff will closely observe all children's play and will actively engage children in opportunities and activities to expand play and explain the consequences of play. Stories and role-play opportunities will be used to reinforce the children's understanding of right and wrong.

11. Golden Rules

We operate a series of Golden Rules throughout Elmore Kindergarten, children are asked to:

1. Be Gentle
2. Be Honest
3. Listen Well
4. Look After Things
5. Try Hard
6. Be Kind and Helpful

We hope all children will begin to understand and model each of these and that parents will reinforce them at home to ensure a positive consistent approach. The rules are displayed in every room and discussed with the children regularly to reinforce positive behaviours.

Parents are also made aware of the Golden Rules upon starting Elmore Kindergarten, on the notice boards throughout the nursery and in the Parent Handbook.

12. Additional Relevant Policies

Further Elmore Kindergarten and Government policies can be accessed in the Parent Hub section of our website - www.elmorekindergarten.com

	Broomhill Nursery	Ecclesfield Nursery	Middlewood Nursery
Promoting Positive Behaviour Leads	Becky Eyre Senior EYP	Lucy Thompson Senior EYP	Jemma Flanagan Manager
Additional Supporting Staff	Megan Kent Manager	Stacey Mitchelson Manager	Gaynor Flanagan Senior EYP