



Elmore Kindergarten

Promoting Positive Behaviour Policy

Last Updated: September 2024

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1. Our Aims

Elmore Kindergarten has a Positive Behaviour Policy to ensure that our staff team and parents/carers work together to value all children, promoting positive behaviour. We are committed to ensuring that all children are treated as individuals, and the staff team are expected to adapt a consistent approach with regards to promoting positive behaviour.

We believe that children flourish best in environment when their personal, social, and emotional needs are met in an environment where there are clear boundaries and expectations. In order to achieve this:

- We will value each child and treat them with respect.
- We will develop positive self-images through regular praise and encouragement.
- We will provide a positive role model for the children with regards to friendliness, care, and courtesy.
- We will constantly praise and endorse desirable behaviours such as kindness and willingness to share.
- We will take positive steps to avoid a situation in which children receive adult attention only in return for inappropriate and undesirable behaviour.
- We will create an environment in which challenging or unacceptable behaviour is re-directed into appropriate behaviour.
- Positive, caring, and polite behaviour will be encouraged and praised in an environment where children learn to respect themselves, other people and their surroundings and are able to learn from and make mistakes within a nurturing environment.
- We will ensure that children are safe, stimulated, happy and secure with all staff who recognise the importance of building strong attachments with children.
- The behaviour of a child can be dependent on their age and their stage of development. Sometimes the behaviour is a child's way of expressing their feelings and this will be taken into consideration when dealing with behaviour. (Please also refer to our Special Educational Needs and Disability Policy)
- The management of inappropriate behaviour will be treated with consistency by the staff team.
- All staff will have a realistic approach and expectations towards the children, and this will be explained to staff on induction.
- The management of inappropriate behaviour will be treated with consistency by the staff team.

Staff are expected to adopt a consistent approach which will ensure that the children have the security of knowing what constitutes acceptable behaviour and what does not, in an environment where children feel safe and welcome. To establish such an environment, staff must ensure that the children's play space is appropriate with sufficient stimulating and challenging activities and resources are available to meet the children's individual needs. Staff must consistently acknowledge 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:

- Ask for the behaviour 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 first and then to encourage respectful bargaining and sharing goodwill, 'when we've picked up the toys, then we can sit and have our snack'.
- Praise good behaviour, limit attention on negative behaviour. 'Who tidied up the toys? Great job!' 'Great hand washing today'.
- Make a note of triggers for example tidy up time and find different strategies to deal with this.
- Talk about feelings.
- Recognise that children can seek attention through negative behaviour.

Staff must develop trusting relationships with children and support their personal, emotional, and social development through offering comfort, sensitivity, and space to explore their emotions and the reasons for these. Praise, 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, engaging children in activities and learning opportunities that capture their interests and allow them to achieve to their fullest potential.

2. Hurtful Behaviour

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

The response to hurtful and harmful behaviour should be differentiated to the needs, levels of communication and development of the child also being aware of any Special Educational Needs and Disabilities (SEND) needs. If a child hurts another child, staff will model compassionate behaviours, and encourage the other child to help and learn positive behaviour. In 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, hitting, punching, spitting, biting, pinching, pushing, negative body gestures, name calling, discriminatory 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.

Derogatory language will not be used, and we will never use the removal of basic needs as a punishment, i.e. food, drink or sleep. Elmore does not have a naughty chair/step (see reflection later).

Biting: Before the child bites – divert, distract, give them alternatives to bite on (especially if teething, talk about what mouths are used for and praise when the child does the right thing.

If they bite clearly say “ouch that hurts” using facial expression, say “stop” firmly and focus on the child who has been bitten first.

Scratching, kicking, pinching, hitting: Be proactive, teaching expectations (kind hands), model play, reinforce positive behaviour.

If the behaviour occurs make sure the other child is o.k. take the child somewhere quiet to calm then talk, let the child know you understand how they feel, don't force an apology but talk about how to make the injured child may be feeling and how we can make them feel better.

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 understanding what an unacceptable behaviour is. 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 these simple steps to successful conflict resolution using the High Scope Approach.

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. Meeting with the child's parents/carers, the SENCO and Key Person will create a support plan with clear targets and the behaviours will be tracked including positive progress on a small steps sheet. During this meeting it will be important to provide clear information, seeking information of any concerns at home and find strategies that can be consistently introduced. It may be necessary to discuss seeking the support of other professionals. Any meetings will have clear aims and will be recorded with 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)

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 will take these steps to keep children safe. Remove other children from the area and support the child in crisis until calm by using calm voice gently guiding them to a place of safety or sitting with them until calm.

9. 'Thinking/Reflection 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, with staff members calmly asking them to think about their actions and behaviours. After thinking time, a restorative conversation will be had with the child, i.e., how do you think they felt? What could we do if something like this happened again? At all times, positive language will be used to help the children understand their negative behaviours and encourage positive ones. The term reflection will be introduced for the older children.

10. Zones of Regulation.

These cards showing the symbols for happy, excited, sad and angry will be used to get the children to talk about and understand their feelings and emotions and will support developing a positive ethos within Nursery. They will be used and introduced at group times, for example we might say 'I'm feeling excited because we have a visit from.... Or I'm happy because you are sitting so well or I'm sad because I've seen someone get hurt. These will be used within the setting, sent home when appropriate and linked to books that will help children articulate their feelings. Peg people, feelings stones and or puppets will be made and put in the provision for children to use in their play. Feeling will be talked about in all areas of Nursery, so it becomes a common thread in interactions.

11. 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.

12. 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. Further detail may be added in as children progress through the rooms and have a greater understanding.

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.

13. Children’s Interests.

To help support the children we will keep abreast of the children’s interests and changes in circumstances. Parents will be advised and reminded to update the All About Me forms on Family every six months, although this can be done at any time. (Families will be encouraged to drop a message to the Key Person or room notifying them of these updates.)

14. 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	Chloe Hewitt Manager	Esther Welsh Manager	Jemma Flanagan Manager
Additional Supporting Staff	Paula Stothard Deputy Manager	Aoife O’Regan Deputy Manager	Pia Zirou Deputy Manager