



Venn Boulevard Nursery

Achieving Positive Behaviour Policy

Reviewed By	Approved By	Date of Approval	Version Approved	Next Review Date
Claire Goodaire	Venn Academy	Sept 2021	1.1	Sept 2022
Gill Brigham	Venn Academy	Sept 2023	1.2	Sept 2024

Policy Statement

Our setting believes that children flourish best when their Personal, Social and Emotional needs are met and there are clear and developmentally appropriate expectations to their behaviour. Children need to learn to consider the views and feelings and the needs and rights of others and the impact that their behaviour has on people, places and objects.

Aim

Our aim is to help children learn to consider the views and feelings and the needs and rights of others and the impact that their behaviour has on people, places and objects, through developmentally appropriate tasks that require support, encouragement and teaching and setting a good example. The principles that underpin how we achieve positive behaviour exist within our Early Years Foundation Stage Framework.

Procedure

The Venn Boulevard Nursery has a named person, Gill Brigham, who has overall responsibility for ensuring that opportunities are available to support and develop children's Personal, Social and Emotional development. Issues that may arise such as concerns with behaviour, may be shared with members of staff. The named person is required to:

- Keep up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
- Access relevant sources of expertise on promoting positive behaviour and ensure that staff have relevant training on promoting positive behaviour. Training that staff have attended is kept on record.
- Monitor staff to ensure that there is consistency in managing behaviour.
- Require all staff, volunteers and students to demonstrate a positive model of behaviour by treating children, parents/carers and each other with friendliness, care and courtesy.
- Familiarise new staff and volunteers with the settings behaviour policy and its guidelines for behaviour.
- Expect all members of our setting to keep to the guidelines, ensuring these are applied consistently.
- Work in partnership with children's parents and carers. We regularly share updates with parents and carers about their children's behaviour through their named key person. We work with parents and carers to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond.

Strategies for positive behaviour

- Desirable behaviour, for example, sharing, helping each other and caring for the area around them may be rewarded by the use of non-verbal contact e.g. eye contact, smiling, clapping or verbally by using positive praise. This can be implemented individually or within group recognition and encouraging others to follow this good example.
- The use of language used by staff will be consistent.
- Staff will model desired behaviours and support children to carry these out in the setting.
- Staff can use rewards such as stickers and certificates.

- Achievements will be shared with other children, adults and parents/carers as appropriate to the child.
- Encouraging children to tidy up at the end of the session, as well as during the session.
- Engaging children in the planned activities in groups or individually which require cooperation from the child.
- Activities are organised by staff prior to the start of the sessions so that maximum interaction with children can be obtained.
- Encourage children to take turns and listen to each other such as 'show and tell' and story time.
- The environment is arranged to implement minimum conflict.
- Time is made available for 1:1 conversation with children.

Strategies with children who engage in inconsiderate behaviour.

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's development. Solutions may include, acknowledgement of feelings, explanations of what is acceptable and supporting children to gain control of their feelings so they can learn a more appropriate response.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults, and/or serious damage to property. Details of such an event will be recorded on a school contact record (what happened, what action was taken and by whom and the names of witnesses) are brought to the attention of our Nursery Manager and are recorded in the child's personal file. The child's parent or carer are informed on the same day.
- In cases of serious misbehaviour, we make clear the unacceptability of the behaviour and attitudes, by means of explanation.
- We do not shout or raise our voices in a threatening way to respond to children's misbehaviour.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are 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.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of separation anxiety.

- We focus on ensuring a child's attachment figure in the setting, their keyworker, is building a strong relationship to provide security to the child.
- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.

Hurtful behaviour/bullying

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without thinking of the person whom they have hurt.

We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelms them. If a child hurts another child in our setting we will ensure that this is resolved through talking through the incident, linking it to feelings, modelling through role play how to resolve the situation.

We will teach children the difference between right and wrong. When hurtful behaviour becomes problematic, we work with parents and carers to identify the cause and find a solution together. Where this does not work, we use the Code of Practice to support the child and the family, making the appropriate referrals to a Behaviour Support Team where necessary.

Biting is not uncommon amongst 2-year olds and even with our high ratios of staffing and attention towards the children it is still virtually impossible to prevent biting incidents from happening. We have available an information leaflet which can inform parents and carers reasons why a child may bite, preventative steps and do's and don'ts. We understand that it can be upsetting as a parent or carer if your child has been bitten by another child or if your child has bitten another child. We will make sure parents and carers are informed of any incidents involving biting with their child. If biting is a concern, we will work closely with parents and carers to find a solution to the problem and record all incidents in a behaviour chronology.

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