

Promoting Positive Behaviour Policy

Nippers nursery Yorkshire Ltd aims to be consistent and positive in their approach to behaviour. Clear boundaries will be set, and all staff will support children to become aware of the setting's routines and procedures. Staff will encourage children to respect and value others and their surroundings by promoting positive behaviour and creating a harmonious safe environment.

- Kim Julian & Katie Addyman take overall responsibility for Promoting Positive Behaviour.
- In House training will be given to all staff and relevant training courses will be accessed when available.
- All staff will follow the set procedures.
- Support is available to all staff through the management team and outside professionals will be contacted for further support if needed.
- Staff are consistent in setting limits for children. If commonly agreed limits are exceeded parents and staff will discuss the problem and work together on how best to respond.
- All adults will provide a positive role model for children with regard to friendliness, care and courtesy and to offer strategies for handling any conflict.
- Children's privacy and dignity will be respected at all times.

Positive Behaviour

- Positive behaviour will be rewarded with praise. Other rewards such as stickers/certificates can be offered. Fair and equal opportunities will be considered.
- Staff will aim to build a child's esteem and engage in interaction that promotes confidence.
- Children will be encouraged to take responsibility to solve disagreements with peers.
- Children will be supported in showing respect for others and to become aware of each other's feelings & needs.
- Independence will be promoted at all times, children will be encouraged & supported to take part in responsibilities such as helping each other, preparing food, setting tables, choosing their own activities, and leading play.
- All children will take part in the Polite, Proud, Powerful curriculum which supports development in PSED, behaviour and promotes British Values.
- All staff will be sensitive to the additional needs or SEND that might affect a child's ability to regulate and follow IBPs or other plans accordingly.

Dealing with unacceptable behaviour

- Unacceptable behaviour includes bullying, threatening/upsetting actions towards others any kind of antisocial behaviour or disruptiveness towards the setting.
- Staff will follow the procedure set out in this policy.
- A child/ren will never be left unsupervised.
- Physical punishment including smacking, slapping, shaking and any other punishment that humiliates or frightens a child is forbidden.
- No use of threatening or physical behaviour that causes fear to a child will be tolerated.
- Adults will not shout or raise their voices.
- No inappropriate or unjustified physical intervention or rough handling of a child will be acceptable.
- No degrading, sarcastic behaviour or remarks including racism, homophobia, hostility, intimidation, rejection or ignoring will be tolerated.
- Physical intervention will only be used if the child is endangering him/herself or others to prevent an accident happening.
- If physical intervention is needed this will be recorded in the physical intervention book and shared with the parent/carer.
- Staff giving comfort by holding a child when they are distressed or upset is not a physical restraint.

Unacceptable behaviour from parents or visitors.

Unacceptable behaviour includes bullying, threatening/upsetting actions towards others any kind of antisocial behaviour such as foul language or disruptiveness towards the setting.

- Parents/Carers/Visitors are expected to adhere to the Promoting Positive behaviour policy and behave positively whilst in the setting.

- Senior management will intervene if disruptive behaviour takes place.
- Parents/visitors will be asked to resolve disagreements in the office away from the children or outside of the setting.
- If threatening behaviour is used and the staff and child's safety are put at risk in any way the police will be called.

Working with parents

- Parents will be made aware that they are able to discuss their child's behavioural needs at any time - open door policy.
- Parents will be informed at all times regarding their child's behaviour.
- Strategies will be introduced and worked on both at home and nursery. Emphasis will be put on celebrating achievements.
- Management will consult the parents/carers before any other agencies become involved.
- Sweets as rewards for individual children will not be allowed to be used in the setting.

Disruptive & Challenging Behaviour procedure

- Investigate possible triggers – is the child hungry? Tired? Uncomfortable? Meet these needs immediately when a child begins to show signs of disruption or upset.
- Always use the child's name and use eye contact and get to their level.
- Be calm.
- Be firm.
- Ask the child simply to stop. "stop".
- Use simple language – clearly state what you would like the child to do or what you are going to do. "I will hold the car whilst you have a turn on the slide".
Use positive language – do not repeat the negative
- Use distraction in a positive way. "I will find another car for you because Tyler is having his turn with this one"
- If negative behaviour continues: Use an appropriate "calm time" – this should be short (1 or 2) minutes either holding your hand or being removed from the situation to a quiet area in your room.
- Invite the child back into the play when the challenging behaviour has stopped.
- Do not force a child to say "Sorry" unless the child shows an understanding of the concept. Hugs, shaking hands, sharing are the start of a child showing understanding.

DO NOT SEND A CHILD OUT OF THE ROOM – Call for help if you feel you need extra support.

TOP TIPS

Use a calm firm voice.

Be on their level and gain full eye contact.

Do not laugh at them.

Do not allow interruption – continue with your actions.

Be consistent.

Afterwards: Reflect on the situation – could it have been avoided? Is the child showing a pattern in behaviour? Share your reflections with the keyperson if you think it is significant.

Being A Positive Role Model Procedure

Remember your mood reflects on the staff and the children – if you are feeling down, grumpy, frustrated, moody - do not share it! It will suck up the good mood of the day like a mood Hoover!

Come to work with a smile and keep it all day until your mouth aches!

Look at your body language? Approachable or scary??

Speak positively to your colleagues - children listen to everything!

Turn language around with the children – instead of saying “don’t” say “do”

Praise with specific praise – and use their names.

Be fair and consistent and follow your actions through.



Disruptive & Challenging Behaviour procedure

- Always use the child's name and use eye contact and get to their level.
- Be calm.
- Be firm.
- Ask the child simply to stop. “stop”.
- Do not use too much language – clearly state what you would like the child to do or what you are going to do. “I will hold the car whilst you have a turn on the slide”.
- Use positive language – do not repeat the negative
- Use distraction in a positive way. “I will find another car for you because Tyler is having his turn with this one”
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Reviewed March 25

Checked June 25– K.Addyman

Review June 26