



## **Bright Eyes Childcare**

### **Promoting Positive Behaviour Policy**

Our setting believes that children flourish when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and modelling the appropriate behaviour. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

#### **Procedures**

At Bright Eyes all staff take are responsible for promoting positive behaviour within the setting. All staff are responsible for supporting personal, social and emotional development, including issues concerning behaviour.

- We require all staff to follow the additional guidance in the job description keep up-to-date with legislation, research and thinking on promoting positive behaviour and on managing children's behaviour where it may require additional support;
- access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development: and
- check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.

- We recognise that different beliefs and values vary between cultures and require staff to be aware of and respect those used by members of the setting.
- We require all staff, volunteers and students to be a positive model of behaviour by treating children, parents/carers and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- We expect all members of our setting; children, parents/carers, staff, volunteers and students to adhere to the guidelines, requiring these to be applied consistently.
- We work in partnership with parents/carers. Parents/carers are regularly informed about their children's behaviour by staff. We work with parents/carers to address recurring unwanted behaviour, using our incident form records to help us to understand a possible cause and to decide jointly how to respond appropriately.
- An appointed behaviour lead (SENCO) will be available to assist with persistent unwanted behaviour and work with parents to reduce this.

*Strategies with children who engage in unwanted behaviour –*

- We require all staff, volunteers and students to use positive strategies for handling any unwanted behaviour, by helping children identify positive strategies which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We acknowledge positive behaviour such as being kind and willingness to share.
- We support each child in developing self-esteem, confidence and a positive self-image whilst promoting British Values.
- We support each child in developing a sense of belonging in our setting, so that they have a sense of value and belonging.
- When children display unwanted behaviour, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.

- We never send children out of the room by themselves.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- The child's parents/carers are informed on the same day if they have hurt or been hurt during the day or there is any variations of behaviour.
- In cases of racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout in a threatening way to respond to children's behaviour.
- When children need support to manage behaviour we apply strategies for supporting them that is developmentally appropriate for their stage of development.
- We recognise that babies and young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common behaviours of young children include tantrums, biting or fighting then staff are calm and patient. They offer comfort 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 that all staff build strong relationships with each and every child so that each child is provided with a sense of security whenever they attend the setting.

### *Rough and tumble play and fantasy aggression*

Young children often engage in play that appears to be aggressive; such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

### *Hurtful behaviour*

We take behaviour that hurts others very seriously. For children, hurtful behaviour is usually momentary, spontaneous and often without understanding of the feelings of the person whom they have hurt.

- We recognise that young children may behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- Children may also respond to cuddling to calm them down, but we also offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling.

- We use visuals and Makaton for children to support communication and language developments. We use strategies such as traffic light systems, visual timetables and spot timers.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy.
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt. We will try to support children in repairing their actions in an appropriate manner.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together.
- The main reasons for young children to engage in excessive hurtful behaviour are that:
  - they do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the setting;
  - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
  - the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;

- the child is exposed to levels of aggressive behaviour in their external environment and may be at risk emotionally, or may be experiencing child abuse;
- the child has a developmental condition that affects how they behave.
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to outside agencies where necessary.

### *Bullying*

We take bullying very seriously and do not tolerate this, we take a consistent approach in dealing with this to demonstrate expected behaviours to all children. 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 the bullying behaviour. A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another.

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- we do not label children who bully as 'bullies';
- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and

- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving. We at Bright Eyes would ask the parent/carer of the child who has been bullied to sign an incident form.

Date of Policy: March 2019

Signed By: Nursery Manager