

Promoting Positive Behaviour

At Brightsparks we believe that children flourish best when they feel safe and secure and have their needs met by supportive practitioners who act as good role models, show them respect and value their individual personalities.

Children are supported through co-regulation, where adults and children work together towards a common purpose, including finding ways to resolve upsets from stress in any situation and return to balance leading on to a path to self-regulation.

The nursery actively promotes British values and encourages and praises positive, caring and polite behaviour at all times and provides an environment where children learn to respect themselves, other people and their surroundings.

We implement the early year's curriculum supporting children to develop their personal, social and emotional development. This involves helping children to understand their own feelings and others and beginning to regulate their behaviour. We provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate

We support children to regulate their behaviour by having a key person system and through working together with parents, having consistent approaches, structure, routine and age/stage appropriate boundaries. We help build confidence and self-esteem by valuing all children and giving lots of praise and encouragement.

Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way and children are helped to understand that using aggression to get things, is inappropriate and they will be encouraged to resolve problems in other ways. Staff will initiate games and activities with children when they feel play has become overly boisterous/aggressive, both indoors or outside.

We have a named persons who has overall responsibility for promoting positive behaviour and behaviour support.

The named persons for promoting and supporting behaviour are Emma Jones and Heidi Costello. It is their role to:

- Advise and support other staff on any behaviour concerns
- Along with each room leader will keep up to date with legislation and research relating to promoting positive behaviour
- Access relevant sources of expertise where required and act as a central information source for all involved
- Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. Keep a record of staff attendance at this training.

Our promoting positive behaviour procedure is:

- Our nursery golden rules are concerned with safety, care and respect for each other. We keep the rules to a minimum and ensure that these are age and stage appropriate.
- Staff will be **CLEAR** so that the children know what is expected and what is not
- All staff and carers concerned and involved with the children have the same **CONSISTANT** rules and stick to them.
- Staff will remain **CALM** at all times. If a member of staff becomes agitated dealing with a situation, they will call upon a colleague, to continue applying the same consistent approach.
- **We never threaten or use any physical action such as smacking, shaking, pulling, pushing, grabbing, restraining, or physically moving a child when dealing with negative behaviour.**
- We do not single out children or humiliate them in any way. Where children are displaying challenging behaviour, they will, wherever possible, be distracted/re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity
- Staff should not shout at the children (other than to keep children safe) but using raised, firm, controlled voices, in a respectful manner is acceptable.
- We decide on strategies to support types of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done. All staff support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate.
- We help staff to reflect on their own responses towards behaviours that challenge to ensure that their reactions are appropriate.
- Children are helped to talk through their feelings and actions through co-regulation before thinking about the situation and apologise where appropriate.
- We make sure that the child who has been upset is comforted. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child or their feelings.

Physical Intervention

Physical intervention occurs when a practitioner uses physical contact to restrict a child's movements against their will. When all other strategies have been exhausted, it may become necessary to physically intervene. Physical intervention is always used as a last resort and should only be a supportive act of care which is stopped at the earliest possible time.

If a child is behaving in a way that could cause them to hurt themselves, or someone else, we will endeavour to prevent this from happening.

Examples may include, but not limited to:

- A child is physical towards a member of staff or another child.
- Children are fighting, causing risk or injury to themselves or others.
- A child is committing, or on the verge of committing, deliberate damage to property.
- A child is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects.
- A child tries to leave the setting, other than at an authorised time, and you believe that this may result in injury, damage or disorder.

Physical intervention will only be used for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if necessary. Any physical intervention used will be a supportive act of care and control, keeping children safe and not in a punitive manner by the adult.

If a member of staff is required to use physical intervention, this is to be recorded using the accident/incident online form. This will be shared and discussed with the manager and signed by the parent/carer the same day.

Working with parents

- We inform parents about any incidents concerning their child's behaviour. This will be via a message in the day diaries, and the manager should also log the behaviour in the child's log.
- In all cases we deal with behaviour that challenges in nursery at the time. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties, we can work together to ensure consistency in strategies used in their home and the nursery. In some cases, we may request additional advice and support from other professionals.
- Through partnership with parents (logged discussions) and formal observations in the child's learning journal, we make every effort to identify any behavioural concerns and the causes of that behaviour. Any child regularly presenting inappropriate behaviour, we will together with the Key person, Manager and the parents draw up a strategy plan and implement an individual behaviour plan.
- Where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. We will complete a risk assessment identifying any potential triggers or warning signs, ensuring other children's and staff's safety. In these instances, we may remove a child from an area until they have calmed down.

We will ensure that this policy is available for staff and parents. If any parent has a concern about their child, a member of staff will be available to discuss those concerns. Working together can ensure our children feel confident and secure in their environment, both at home and in the nursery. All concerns will be treated in the strictest confidence.

In rare situations, we may require parents to remove their child from Brightsparks or reduce their attendance if the nursery manager considers the child to be excessively disruptive, or they are displaying significantly challenging or inappropriate behaviour.

Anti-bullying

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. Bullying takes many forms. It can be physical, verbal, or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years. Staff will intervene when they think a child is being bullied, however mild or harmless it may seem and sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour.

Biting

We understand that children may use certain behaviours, such as biting to communicate their feelings and needs. Biting is a common behaviour that some children use to help them make sense of the world around them, and to manage interactions with others. It can be triggered when they do not have the words to communicate their anger, frustration or need. It can also be used to fulfil an oral stimulation need, such as during periods of teething or developmental exploration. Sometimes biting can be due to a Special Educational Need and/or Disability.

The nursery uses the following strategies to help prevent biting:

- Individual, one-to-one and small group times so that each child is receiving positive attention
- Quiet/cosy areas for children who are feeling overwhelmed to go to,
- Stories, puppets, discussion about emotions and feelings including activities and stories that help support children to recognise feelings and empathise with characters and events.
- Additional resources for children who have oral stimulation needs, such as, biting rings.
- Vigilant staff that know the children well and are able to identify where children need more stimulation or quiet times.

In the event of a child being bitten we use the following procedures.

- Comfort any child who has been bitten and check for any visible injury. Administer any paediatric first aid where necessary and complete an incident form once the child is settled again. If deemed appropriate the parents will be informed via telephone. For confidentiality purposes and possible conflict, we do not disclose the name of the child who has caused the bite to the parents
- Tell the child who has caused the bite that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the child who has been bitten sad.
- Ask the child what they can do to make the 'child that has been bitten' feel better (this could be fetching them a toy or sharing toys with them, a rub on the back etc.)
- Complete an online incident form to share with the parents at the end of the child's session.
- If a child continues to bite, carry out observations to try to distinguish a cause.
- Arrange for a meeting with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault

<i>If a bite does not break the skin:</i>	<i>If a bite breaks the skin:</i>
<ul style="list-style-type: none">• Clean with water.• Apply a cold compress to help with bruising• No further action is needed• Record incident in accident log	<ul style="list-style-type: none">• Clean the wound immediately by running warm tap water for a couple of minutes• Encourage the wound to bleed slightly by gently squeezing it, unless it's already bleeding freely• If the wound is bleeding heavily, put a clean pad or sterile dressing over it and apply pressure• Dry the wound and cover it with a clean dressing or plaster• Advise parents to seek medical advice (on the same day)• Record incident in accident log