



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 caused by stress in any situation and return to balance, leading to a path of self-regulation.

We support children in regulating their behaviour by implementing a key person system and working together with parents to establish consistent approaches, structure, routine, and age- and stage-appropriate boundaries. We help build confidence and self-esteem by valuing all children and offering them plenty of praise and encouragement.

Our nurseries have a named person responsible for promoting positive behaviour and providing support.

It is their role to:

- Advise and support other staff on any behaviour concerns
- Along with the manager, will keep up to date with legislation 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 participate in relevant in-house or external training sessions for behaviour management. Keep a record of staff attendance at this training.

Our promoting positive behaviour procedure is:

- Our nurseries promote the Brightsparks 'Golden Rules' which are concerned with safety, care, and respect for one another. We keep the rules to a minimum and ensure they are age- and stage-appropriate.
- Staff will be **CLEAR** so that the children know what is expected and what is not
- All staff involved with the children have the same consistent golden rules and adhere to them.
- Staff will always remain CALM. If a member of staff becomes agitated while 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, lifting. Where children are displaying challenging behaviour, they will, wherever possible, be distracted/redirected 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 firm, controlled voices respectfully is acceptable. Staff should ensure that they use phrases such as 'please' and 'thank you' when directing children's behaviour. E.g., 'Jack, please sit on your chair, thank you.' and usually explain why the child needs to follow the request.
- 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 discuss and reflect on what they have 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 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.
- With our older children, we encourage good behaviour by using a reward system called 'The Raising Rainbow.' We reward good behaviour we see throughout the day with a Pom Pom. When staff see the individual children displaying positive behaviour, we will praise the child for their behaviour/action, for example, 'Well done, it makes me happy when you.... Use your listening ears, and we will move their name on the rainbow chart to reflect the positive behaviour they have displayed. When children exhibit continuous positive behaviour, there are several ways we promote this, such as choosing the storybook at story time, offering stickers, or selecting activities to get out and play. This will also incentivise other children to behave positively and receive the same rewards. We hope that this will motivate all children to display positive behaviours throughout their nursery day. When the children are displaying unwanted or unkind behaviour, the children will be spoken to about such behaviours, so they can reflect on their actions and understand that their behaviour has consequences. All positive behaviour will be rewarded with verbal praise.

Physical Intervention

Physical intervention occurs when a practitioner uses physical contact to move a child or restrict their movements against their will. When all other strategies have been exhausted, it may become necessary to intervene physically. 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 harm or harm to others, we will endeavour to prevent this from happening.

Examples may include, but are not limited to:

- A child is physically aggressive 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 property damage.
- 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 to avert 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 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 communicated via a message in the day diaries, and potentially over the telephone, if deemed necessary, to avoid staff having sensitive conversations in front of other parents at pickup.
- The manager should also log the behaviour in the child's log.

- 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 believe a child is being bullied, regardless of how mild or harmless it may seem, and will sensitively discuss any instance of bullying with the parents of all involved to seek 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, such as tiredness. 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.
- Ask parents to provide appropriate resources for children who have oral stimulation needs, such as biting rings.

- Vigilant staff who know the children well and can identify where children need more stimulation or quiet times.

Every child is treated as an individual, and we work with families to support all children’s individual needs. With this in mind, it will be necessary to implement different strategies depending on the needs of the child.

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

The most relevant staff member(s) will:

- Comfort any child who has been bitten and check for any visible injury. Administer any necessary paediatric first aid and complete an accident form once the child is settled again. If deemed appropriate, the parents will be informed via telephone. Staff will continue to observe the bitten area for signs of infection. For confidentiality purposes and possible conflict, we do not disclose to the parents the name of the child who has caused the bite
- Tell the child who has caused the bite in terms that they understand 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 who 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 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, e.g. tiredness or frustration
- Arrange for a meeting with the child’s parents to develop strategies to prevent ongoing 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
- Arrange for a meeting with the parent whose child has been bitten, particularly if the child has been bitten several times, to provide reassurance that the nursery is managing biting incidents effectively
- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who has been bitten
- If a child or member of staff sustains a bite wound where the skin has been severely broken, arrange for urgent medical attention after initial first aid has been carried out.

<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 • If the bite is deemed significant or there is any cause for concern, advise parents to seek medical advice (on the same day) • Record incident in accident log

This policy was adopted on	Signed on behalf of the nursery	Date for review
June 2025	<i>Emma Jones</i>	May 2026