



Eastlea Community Centre

Stockton Road, Seaham, County Durham, SR7 8DX

Children, Young People & Family Services



Tots 'R' Us Nursery

**Positive Behaviour &
Promoting British Values**

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Positive Behaviour and Promoting British Values

We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. Where appropriate, children will be encouraged to consider the impact their behaviour has on the people, places and objects around them; and to consider the views, feelings, needs and rights of others. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement and believe that children should be courteous towards others, children and adults alike. We will positively promote good behaviour and value co-operation and a caring attitude to enable children to develop as responsible members of society. These principles are embedded in the promotion of British Values across the Nursery environment.

We have a named person in the Nursery who is responsible for supporting personal, social and emotional development, including issues concerning behaviour.

Our named person is Melissa Singh – Deputy Manager (Behaviour Coordinator)

The Behaviour Coordinator 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 to support personal, social and emotional development
- Support staff, volunteers and students by providing relevant in-house training on promoting positive behaviour
- Report to the Nursery Manager / Special Educational Needs Coordinator (SENCO)

The Statutory framework for the early year's foundation stage states:

'Managing Behaviour

*3.52. Providers are responsible for managing children's behaviour in an appropriate way. Providers must not give corporal punishment to a child. Providers must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided. Any early year's provider who fails to meet these requirements commits an offence. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where **physical intervention*** was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. Providers, including child-minders, must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.*

3.53. Providers must not threaten corporal punishment, and must not use or threaten any punishment which could adversely affect a child's well-being.

****Physical intervention is where practitioners use reasonable force to prevent children from injuring themselves or others or damaging property.'***

How we aim to achieve positive behaviour:

Create a positive learning environment

- Staff, volunteers and students model appropriate behaviours e.g. speaking in a pleasant voice, playing cooperatively, sharing, being polite, tidying up, and being kind to others
- Staff, volunteers and students respond positively to children giving help, care, encouragement and attention

- Questions and prompts are used to respond to child initiated interactions to promote language, problem solving, social and emotional development
- Staff, volunteers and students use verbal, and nonverbal prompts to teach new skills
- Considerate behaviour such as kindness and willingness to share are acknowledged
- Staff, volunteers and students support children in developing self-esteem, confidence, a sense of belonging, and of being valued

Have realistic expectations

- Children are individuals and develop at different rates and need to be developmentally ready before they can learn a new skill
- All children make mistakes and most are not intentional
- Behaviours will be handled in a developmentally appropriate way
- Very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this
- Staff, volunteers and students will remain calm and patient, helping children to manage their feelings and talk about them to help resolve issues and promote understanding
- Staff, volunteers and students will be aware that some behaviour may arise from a child's special needs
- A child may have insufficient language skills to express him or herself and may feel frustrated
- Children do need their own time and space, it is important to acknowledge children's feelings and to help them understand how others might be feeling
- A child may be exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse. If abuse is suspected, the Nursery's Child Protection and Safeguarding Children policy should be followed

Use assertive discipline

- Assertive discipline involves being consistent, responding immediately and modelling how to behave appropriately in an age and stage appropriate manner
- Staff, volunteers and students value children's individuality whilst expecting reasonable behaviour
- When staff, volunteers and students respond to unwanted behaviour they will remain calm and will not raise their voices
- When children behave in inconsiderate ways, staff, volunteers and students will help them understand the outcomes of their action and support them in learning how to cope more appropriately
- It will always be made clear that it is the behaviour that is unacceptable not the child
- An alternative to the undesirable behaviour will be discussed with the child, to help them deal with the situation next time it happens
- Distracting and redirecting children's activities are ways of discouraging unwanted behaviours
- Using descriptive praise to encourage behaviours we would like to see more often

Managing unwanted behaviours

In all cases, inappropriate behaviour will be dealt with at the time of the incident and where possible by the key person, who has built up a relationship gained knowledge of their key children. Staff will use a variety of techniques depending on the child and the behaviour. These include:

- **Establishing clear ground rules**—e.g. reminding of rules i.e. 'we walk indoors'
- **Planned ignoring**—paying no attention to a minor behaviour i.e. saying a rude word
- **Give clear calm instructions** —explain clearly, what you would like the child to do, giving praise when completed

- **Logical consequences / quiet time** withdrawing the activity or removing the child from the activity for a set amount of time if the behaviour continues after you have asked the child to stop

Where unwanted behaviour is on-going and a cause for concern, staff will use observations to establish any patterns underlying the behaviour. In consultation with parents, a plan may be put in place to support management of the unwanted behaviour and ensure consistency in how this is dealt with.

We use **physical restraint**, such as holding, only to prevent physical injury to children or adults and/or serious damage to property. All incidents of physical restraint will be reported to the Nursery Manager and are recorded on the 'Behaviour Management – Physical Intervention Record' form in the child's personal file (what happened, what action was taken and by whom, and the names of witnesses). This is to ensure that policy guidelines are followed, to inform parents, to prevent misunderstanding or misinterpretation of the incident, and to provide a record for any future enquiry. The child's parent is informed on the same day. Where an incident is not serious enough to require a form it is still good practice to inform parents.

Hurtful behaviour

- 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 usually momentary and spontaneous
- We help a child to understand the effect that their hurtful behaviour has had on another child; we encourage a child to say sorry where it is clear that they are genuinely sorry
- We focus our attention on the child that was the subject of the hurtful behaviour, offering them comfort and reassurance
- Young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them
- We help children recognise and understand their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Emily took your doll, and you were enjoying playing with it. Did it make you feel angry?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings
- Skills such as sharing and turn taking take time to develop. Children need repeated experiences supported by patient adults and clear boundaries
- In cases of serious misbehaviour, such as racial abuse, we make clear the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame

Bullying can occur in children five years old and over and in younger children when they have reached a stage of cognitive development where they are able to plan to carry out a premeditated intent to cause distress in another. We take bullying very seriously. 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.

If a child hurts another child or children:

- We give reassurance to the child or children who have been hurt, showing that we are able to listen to their concerns and act upon them
- We intervene to stop the child from harming the other child or children
- We explain to the child why her/his behaviour is not acceptable
- We help the child to recognise the impact of their actions
- We make sure that children receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour

- We do not label children as ‘bullies’
- We recognise that children may be experiencing bullying themselves, be subject to abuse, or other circumstances causing them to express their anger in negative ways
- Children are often unable to empathise with others and we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done
- We use visual emotion cards as a teaching tool to help our children understand how they express their emotions and to help understand what emotions others around them may be feeling
- We discuss what has happened with the parents of the child who has hurt another child to discuss with them ways for handling the child’s behaviour
- We discuss what has happened to the parents of the child who has been hurt, explaining that the child who hurt their child is being helped to adopt more acceptable ways of behaving
- We will offer support and reassurance to the child that has been hurt

Rough and tumble play, fantasy aggression and weapons

Young children often engage in play that has aggressive themes, 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.

- 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
- 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
- Many children will invariably play with weapons, using their finger as a gun at the very least. This play is often reflecting what they have observed or experienced. As with other forms of play weapon play will be carefully observed and used as an opportunity to develop children’s appropriate understandings

Staffing

- We familiarise new staff, volunteers and students with our behaviour policy and guidelines for behaviour
- All staff, volunteers and students are required to provide a positive model of behaviour by treating children, parents and one another with friendliness, respect and courtesy
- Staff, volunteers and students will not humiliate, ridicule, use or threaten physical punishment. Techniques intended to single out a child will not be used e.g. A ‘naughty chair’
- Staff will not use an area, i.e. the quiet area, as part of the discipline process (by sending a child for bad behaviour), so children do not see these as negative areas
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of, and respect, those used by members of the Nursery

Partnership with parents

We work in partnership with children’s parents. Their key person regularly informs parents about their children’s behaviour. We work with parents to address recurring inconsiderate behaviour,

using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

- Staff/key person will share with parents what strategies they are using to discourage the behaviour so we can work together to ensure consistency
- If a serious incident occurs, an incident form will be completed and parents informed
- Where a child's behaviour continues to give cause for concern, staff/key person will consult with parents/carers about possible ways in to support the child
- Staff/key person will seek support from the Behaviour Coordinator
- We may advise and support parents to seek specialist advice (for example, sometimes hearing or speech problems lead to difficulties in understanding rules)
- Behaviours that result in concern for the child and/or other will be discussed between the key person, the Behaviour Coordinator and the Special Educational Needs Coordinator (SENCO). During the meeting, the key person will use their knowledge and assessments/observations of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed
- If the behaviour continues to reoccur and remain a concern then the key person and the Behaviour Coordinator should liaise with the parents to discuss possible reasons for the behaviour and agree the next steps. If a cause for the behaviour is not known or only occurs whilst in the Nursery then the Behaviour Coordinator will suggest using a focussed intervention approach to identify a trigger for the behaviour
- If a trigger is identified, then the Behaviour Coordinator, SENCO and key person will meet with the parents to plan support for the child through an Individual Education Plan (IEP). If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent and incorporated into the plan. Other members of the staff team should be informed of the agreed actions in the IEP and help implement the actions. The plan should be monitored and reviewed regularly by the Behaviour Coordinator and SENCO until improvement is noticed

Working with other agencies

In some cases, in agreement with parents, we may request additional advice and support from other professionals. This may include the Local Authority Early Education Team.

Promoting British Values

The Nursery actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance. Our children interpret these as learning right from wrong; learning to take turns and share; and challenging negative views and stereotypes. We do not promote views and theories that are contrary to established scientific or historical evidence and explanations. This is already implicitly embedded in the Early Years Foundation Stage and integral to our Equality, Diversity & Inclusion Policy.

Democracy: making decisions together

Encouraging children to know their views count, value each other's views and values, and talk about their feelings

- Demonstrate democracy in action, for example, children sharing views on what the theme of their role-play area could be with a show of hands
- Support the decisions that children make and provide activities that involve turn taking, sharing and collaboration
- Give children the opportunities to develop enquiring minds in an atmosphere where questions are valued

Rule of law: understanding rules matter

- Enable children to understand their own and others' behaviour, and its consequences, and learn to distinguish right from wrong
- Collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up
- Ensure that all children understand rules apply to everyone

Individual liberty: freedom for all

- Enable children to develop a positive sense of themselves
- Provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning
- Encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand they are free to have different opinions, for example in a small group discuss what they feel about the transition to nursery/ school

Mutual respect and tolerance: treat others, as you want to be treated

- Management and Leadership should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community
- Children should acquire a tolerance, appreciation of, and respect for their own and other cultures. For example, by learning about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions. Share and discuss practices, celebrations and experiences
- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions
- Staff should promote diverse attitudes and challenge stereotypes, by sharing stories that reflect and value the diversity of children's experiences
- Staff should provide resources and activities that challenge gender, cultural and racial stereotyping

What is not acceptable is:

- actively promoting intolerance of other faiths, cultures and races
- failure to challenge gender stereotypes and routinely segregate girls and boys
- isolating children from their wider community
- failure to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance.