****

**Positive Behaviour Policy**

At Footprints, our aim is for children to feel happy and safe through promoting positive behaviour and encouraging children to respect each other, the staff, their environment and personal property. We help children to gain an understanding of what acceptable boundaries are within the nursery environment and as part of a group. We aim to encourage positive emotional outlets, coping with anger and frustration and learning to care and share.

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 support children to do this 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.

We recognise that many young children display challenging behaviour in a variety of ways and for many differing reasons. We consider this to be a normal part of their development in discovering their identity and defining their relationship with others.

In order to enable the child to develop an understanding of what are appropriate and inappropriate responses, we always challenge their behaviour in a consistent and positive yet sensitive way, by talking with them and offering reasons why their action is not acceptable and how their response could be different. We try to develop in the child a sense of empathy by asking them how they would feel if they had been the receiver of the action.

It is our intention to work in partnership with parents on managing their child’s behaviour, so a united and consistent approach is fostered between home and nursery. We are very aware, however, that children’s behaviour can differ greatly between the two environments and this will be considered in any discussion. We understand that whilst the child is with us it is our responsibility to find ways to help the child manage their own behaviour.

Where possible we use a problem-solving technique to solve behaviour problems, recognising how the child/children are feeling, stating that there is a problem and asking them how they think they could solve it. This develops the child’s problem-solving ability and helps them to discover other ways of behaving.

**Peer on Peer abuse**: Please see separate policy

We understand that it is natural for children to display behaviour that is considered either appropriate or inappropriate as they begin to test boundaries and make sense of the world about them. When children display challenging behaviour, therefore, we support them and promote positive behaviour primarily by being a good role model, modelling how to share resources, play together, problem solve and negotiate.

Within this we:

* Understand that behaviours are a normal part of some young children’s development e.g. biting
* Give praise and positive reinforcement. Look out for ‘good’ behaviour and give praise immediately when children display desired behaviour. Give specific feedback, using the child’s name e.g. ‘Matthew, well done for waiting for your turn on the slide.’ Give non-verbal feedback e.g. smiles, hugs and thumbs up. Praise group behaviour as well as individual.
* Give children realistic boundaries
* Give children some responsibility
* Build up children’s self-image
* Educate and encourage children to respect themselves, others and the environment
* Acknowledge the specific needs of each child and provide activities and an environment to meet those needs
* Do not assume children know what is expected of them. We explain what they need to do in a positively phrased sentence. Saying child’s name first to gain their attention e.g. ‘Mary, put the cars in the box please.’ Re-direct their play giving clear instructions e.g. ‘Paul, let’s build a tower’ rather than ‘Don’t throw bricks.’ Give gentle reminders before things happen e.g. tidying up before lunch. This can be verbal or sensory prompting. Offer choice to support engagement in play e.g. ‘shall we read a story or do a puzzle?’
* Take into account children’s religious and cultural background.
* Ask parents/carers how they encourage good behaviour at home.
* Provide positive images.
* Use positive body language and facial expressions.
* Provide a stimulating environment ignoring unwanted behaviour where possible.  
  Some children use unwanted behaviour to seek attention and this may stop if it is ignored. Focus on praising the wanted behaviour instead. Praise works better than criticism.
* Offer activities for the appropriate length of time and according to the child’s needs and abilities.
* Allow the child to move away to a quieter area to calm down through offering a verbal or physical way out.
* Once calm talk to the child about their behaviour. Help them understand the consequences of their behaviour. Listen to what the child has to say and acknowledge their feelings - it can help a child stay in control. Reassure children that they are valued as individuals even if their behaviour may sometimes be unacceptable. Support children to learn ways to deal with their feelings.

We have agreed that it is unacceptable when we do not care for and respect each other or the environment. Through this the following areas of behaviour have been deemed as inappropriate:

* Shouting, pushing, hitting, biting and kicking
* Swearing and using inappropriate language
* Criticising
* Patronising
* Talking down to others
* Being racist or sexist
* Not treating each other as equals
* Purposefully being disruptive
* Labelling others and name calling
* Being spiteful, bullying and misusing power or control
* Misuse of equipment, resources or the environment, e.g. throwing toys, standing on or tearing books.

We respond to children’s inappropriate behaviour at nursery using the following strategies:

* Dealing with incidents immediately and not revisiting.
* Showing and modelling positive behaviour.
* Reinforcing positive behaviour.
* Talking to the children about positive behaviour.
* Redirecting behaviour and using distraction techniques.
* Being consistent.
* Giving the child eye contact and using appropriate body language.
* Giving clear expectations.
* Setting and giving clear and consistent boundaries.
* Enabling children to set their own limits.
* Allowing children to demonstrate and talk about their feelings.
* Focusing on the behaviour and action rather than the child.
* Talking calmly and using language the child can understand.
* Listening to the child’s point of view – things are not always what they seem to be.
* Remembering that the adult is not always right.
* Enabling and equipping the child to handle situations they find challenging.
* Trying to understand and address the reason for the behaviour.
* Maintaining confidentiality.

Managing behaviour that continues to cause concern

* If a child’s behaviour continues to cause concern, a meeting will be held, firstly with the child’s key person and the room team, when a strategy will be agreed.
* If there is still a cause for concern the SENCO will be asked to observe the child and she will then implement a behaviour plan which will be carried out and filled in by the key person and reviewed and updated after a named time period.
* Parents will be informed and consulted before a behaviour plan is implemented.
* If it is thought that the child or the family needs outside help, this will be discussed with the parents.

We recognise that for some children there are challenges within their lives which can create situations where their behaviour becomes continuously challenging or inappropriate for periods of time, including SEND.

We try to deal with these instances with sensitivity and knowledge of the child.

**Recording physical intervention**

* Physical intervention should only be used for the purposes of averting immediate danger of personal injury to any person or to manage a child’s behaviour if absolutely necessary.
* You should record all incidents where physical intervention is used and parents/carers must be informed on the same day or as soon as reasonably possible.

You should record the following on a Physical Intervention sheet:

* the name of the child  the name of the staff member(s) who used physical intervention.
* the date, time and place of the incident.
* the circumstances of the incident and the factors leading up to the incident.
* the nature of physical intervention used.
* the names of any witnesses.
* any injuries that may have occurred during the incident .
* any further action taken and parents’ signatures.

Anti-bullying

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

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.

By positively promoting positive behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop a positive sense of self, have confidence in their own abilities, make good friendships, co-operate and resolve conflicts peaceably. These will provide them with a secure platform for school and later life.

Policy reviewed September 2023

Signed on behalf of the Nursery *S.Stedeford*

Date for review September 2024