

Promoting Positive Behaviour

Aims of the policy

We, as a nursery setting, aim to educate the children in a way that allows them to become a responsible member of our society and to make a positive contribution. The development of children's personal, social and emotional development is a core part of our curriculum and we aim to work in partnership with parents, careers and outside agencies wherever possible.

All children and staff members have the right to be in an environment in which they feel safe and cared for.

Children have an entitlement to be treated respectfully and in a consistent manner by everyone involved in their care.

We, as a nursery setting, have strong links with our Area SENCO as well as the child development clinic, which may be able to support parents and careers as well as the nursery setting.

Expectations

Within the nursery we expect that everyone respect our rules and boundaries. We keep these to a minimum to ensure children have the freedom to express themselves. However, we encourage all children (and adults) to follow our rules, policies and procedures of the nursery.

The expectations of children's behaviour are in line with their developmental abilities and we expect children to display "good behaviour " at all times.

Encouraging Positive Behaviour

We use lots of praise and encouragement to ensure children learn to distinguish good choices from poor ones. Children will also regularly be reminded of the language they need to resolve their conflicts such as "you can say: please, can I have it?" We aim wherever possible to have a large enough number of resources available to avoid causing unnecessary arguments between children.

We encourage the children at the start of every term to set the rules of the room with us and we regularly reflect that we have rules and why we have them.

Children are encouraged to resolve their own conflicts and practice their skills.

Across the nursery we use positive language to guide children's behavior ("Walk, please" instead of "Don't Run") and we aim to create daily routines that place an emphasis on positive behavior such as times for sharing and times for listening.

Consequences

Where possible we will always use distraction methods to deal with unwanted behaviour. However, we are aware that this does not always work.

In this situation it should be made clear that it is the child's behaviour that is disapproved of, not the child themselves.

We will only remove a child from the group or activity if behaviour is disrupting other children or threatening their safety. We will sit with the child and give them time to calm down and then the key person will have a one to one conversation to discuss their behaviour.

If a child has been hurt through another child's behavior, we will encourage the child to make amends by asking them to give the other child a cuddle or get a tissue. We will not however force the child to do so, if they don't want to and we will not ask children to administer an obligatory "Sorry."

Partnership with Parents

If a child has a pattern of behaviour that causes concern, then to be successful in promoting positive behavior, the setting and parents/carers must work in partnership. We will contact parents to book an appointment so we can work on a place to support the child's development. Please feel free to speak to your child's key person if your child displays any behaviour that concerns you.

Biting

Biting is a common behaviour that some young children go through. This is part of some children's development and can be triggered when they do not yet have the words to communicate their anger, frustration or need. At Little Miracles Day Nursery we follow our positive behaviour policy to promote positive behaviour at all times.

The nursery uses the following strategies to prevent biting:

- sensory activities,
- biting rings,
- adequate resources and staff who recognise when children need more stimulation or quiet times.

However, in the event of a child being bitten the following procedures will be followed:

- The child who has been bitten will be comforted and checked for any visual injury. First aid will be administered where necessary.
- An accident form will be completed and the parents may be informed via telephone if deemed appropriate. The bitten area will continue to be observed for signs of infection.
- For confidentiality purposes and possible conflict, the name of the child who has caused the bite will not be disclosed to the parents.
- The child who has caused the bite will be told in terms that they understand that biting (the behaviour and not the child) is unkind and will be shown that it makes staff and the child who has been bitten sad.
- The child will be asked to say sorry if developmentally appropriate or develop their empathy skills by giving the child who has been bitten a favourite book or comforter.
- An incident form will be completed and shared with the parents at the end of the child's session.

If a child continues to bite, observations will be carried out to try to distinguish a cause, e.g. tiredness or frustration. Meetings will be held 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.

In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, prompt treatment may be needed for both the child who has bitten and the child who had been bitten. If a child or member of staff sustains a bite wound where the skin has been severely broken they may require urgent medical attention after initial first aid has been carried out.

Where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, e.g. in some cases of autism where a child doesn't have the communication skills, the setting will carry out a risk assessment and may recommend immunisation with hepatitis B vaccine for all staff and children.

Where a child displays unwanted behaviour on a regular basis, we will work with the parents and will complete ABC observations to see if we can recognise any patterns or reasons to the behavior.