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Supporting Positive Behaviour

Document and Version Control

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Policy Owner	S. Shilling
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Section	Changes Made
V5	Updates from new Statutory Framework and additional information from settings

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This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality across Our Pride, Our Joy in line with The Fierté Multi-Academy Trust.

Purpose of this policy

Our setting believes that all children, irrespective of their vulnerabilities will thrive and prosper when their individual personal, social, and emotional needs are met. Our aim is to provide an environment which displays acceptable and appropriate behaviour and where children learn to respect themselves, other people, and their environment.

3.74 Providers are responsible for supporting, understanding, and managing children's behaviour in an appropriate way.
3.75 Providers must not give or threaten corporal punishment or any punishment which could negatively affect a child's well-being. A person will not be considered to have used corporal punishment (and therefore will not have committed an offence) if physical intervention was taken to avert immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if necessary.
3.76 Providers 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.
(Early Years Foundation Stage Statutory Framework Sept 2026)

The Ethos

- All staff are aware that behaviour is a form of communication and we always use a 'connect before correct' approach.
- All staff need to be vigilant and observe all children to ensure that all children are included in any of the settings. Staff need to be especially observant where spoken language is limited or difficult (EAL)
- Staff should continue to praise the children's positive behaviour.
- Staff should always support children's self-regulation of behaviour using co-regulation strategies.
- Parents/carers should report any issues to the nursery and care club Manager. If necessary, this should then be reported to the Regional Manager.

Acceptable Behaviour

It will always be necessary to ensure behaviour is acceptable. Failure to uphold values would be unfair on other children and to the child themselves. Corporal punishment is **never** used in our nursery or care club.

We talk to the children and care club users about the rules and regularly and actively encourage their input, as this helps them to understand what constitutes acceptable behaviour. Throughout the sessions staff observe, guide, and intervene as necessary to ensure safe and acceptable practice. Positive behaviour is continually encouraged, assisting the children to abide by the rules and a system of age-appropriate rewards operates for all children.

Good behaviour is encouraged by having consistent routines, making use of positive body and verbal language, praise, encouragement, and rewards etc.

Rewards

Staff have discussed and agreed the following structure for occasions when a child has demonstrated positive behaviour.

- Verbal praise by the practitioners and shared with the group.
- Use of stickers/reward charts/pom poms in jars etc
- Parents informed to promote a sense of achievement.
- Certificates given out and celebrated.

All staff will ensure all children will receive recognition for their positive behaviour or achievement at some time.

Unacceptable Behaviour

Staff will endeavour to reason with the children when unacceptable behaviour is seen. They will speak calmly to the child and explain how their behaviour is unacceptable. Sanctions may be used if the behaviour is consistent, for example, time out and parental involvement may be sought if the behaviour does not improve. In this case a plan of action would be agreed with the parents and together the behaviour would be monitored closely. Staff will liaise with teachers and parents when unacceptable behaviour is witnessed consistently with children in our care clubs. In any extreme instance, other staff would be consulted. This may be the SENDCo or outside agencies, for example Educational Psychologist.

Any incidents/injuries during session times are recorded. Parents may be contacted via telephone if needed.

We only use physical restraint, such as holding, to prevent physical injury to children or adults and /or considerable damage to property. Details of such an event will be documented and brought to the attention of the Nursery Manager who then informs the Regional Manager. The parent will be informed on the same day and sign the incident sheet to indicate that they have been informed. These will then be kept on file and a follow up email sent to parents to confirm the situation and the agreed outcomes.

Anti – bullying

Bullying is the conscious desire to hurt or threaten and may include:

- Actual violence
- Threats of violence
- Ignoring or socially excluding
- Hiding or damaging possessions
- Restricting free movement or access
- As a provision caring for young children, any incidents should be rare, but if unkind words or physical touch is used, we help the child to understand what their actions have done to upset someone and then encourage them to apologise and spend time reassuring the child who has been targeted.
- Our staff will ensure that if any such incidents should happen, they will be dealt with quickly and sensitively. Parents/carers should report any suspected bullying to the Nursery and Care Club Manager. If necessary, this should then be reported to the Regional Manager.

Children under three years old

- When children aged under three or at a developmental stage under three behave in inconsiderate ways, we recognize that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognize young children are unable to regulate their own emotions, such as fear, anger or distress and require sensitive adults to help them to do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or hitting. Staff are calm and patient offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting and hitting are frequent, we try to find out the underlying cause, such as change or upheaval at home, or triggers within the nursery routine which cause this behaviour. Sometimes a child has not settled in well and the behaviour may be the result of separation anxiety.
- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

Promoting self - regulation

Being able to consistently regulate their own feelings and behaviours is a major task for young children. They are not always aware of or have the skills and strategies to help them deal with, how they are feeling. As such, practitioners work with the children by acknowledging how they feel and providing them with strategies to help them deal with those emotions.
As part of our 'connect before correct' approach to supporting positive behaviour, practitioners will have three ultimate aims in co-regulating emotional responses:

1. **Reduce stress levels**. Our learning environments support the overall stress levels within the setting by using more natural and neutral colours and resources. Children are also encouraged to choose whether they want to play indoors, or outside which also reduces the noise stress. Practitioners consistently audit their environments and practice to address potential sensory needs of all children to ensure full inclusivity.
2. **Clear boundaries** appropriate to the levels and ages of development are established early in the term and revisited frequently with the children.
3. **Adults co-regulate the child's feelings**. For example, if a child is sad the adult is sympathetic and supportive. This way adults can support children to name and manage their feelings and emotions. Settings use the Colour Monster story to introduce the language around emotions and help all children to explain their feelings.
4. **Help the child to return to a state of calm**. Settings all use 'sensory boxes' to support the children when they have calmed down. Areas within the settings are purposefully set up to provide a 'calm down' area for children to sit in with an adult, if required.
5. **Model/provide strategies for them to use in the future**. Adults will support children through discussions around breathing techniques and using words rather than actions when they are feeling angry or frustrated.