



6.1 Promoting Positive Behaviour Policy

Section 2: Health & Safety			
Initial Policy Approved By:	The WonderWorks RSP Ltd	Version Number:	1.3
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Review Details:		
Date	Reviewed by:	Comments (list changes and refer to page)
November 2021	Michael O'Keeffe	Reviewed all behaviour related documents- Listed as Appendix at end of policy. Biting advice reviewed and reworded to reflect The WonderWorks approach reflected more adequately.
December 2022	JC	Added wording to explain that we may recommend reducing a child's hours or changing their sessions if necessary so that they get the support they need (long or short term)
May 2023	JC	Updated to reflect emotion coaching training

Policy Statement:

Children attend **The WonderWorks** to benefit from high quality care and education. Children can only benefit from this fully where there are equally high standards and expectations of behaviour that are consistently delivered by staff. It is central to the philosophy of **The WonderWorks** that all staff should be positive at all times towards children, towards each other and towards the nursery.

This policy provides staff with direction to ensure a consistent and positive approach to supporting children's behaviour, placing the child at the heart of our approach.

Overview:

Children flourish best when their personal, social, and emotional needs are met and where there are clear and developmentally appropriate expectations of their behaviour. Children need a happy environment where they are actively engaged with frequent smiles and laughter. The environment must be rich in opportunities to acquire language and encourage communication, nurture curiosity and creativity. The environment should also be calm, comforting, and responsive. Children need the warmth of positive adult-to-child interaction and appropriate adult-to-adult role modelling. This includes adults who provide appropriate physical affection and comfort children when they are upset. Therefore, staff must create an environment that makes children feel secure, appreciated, and respected, and where they can try out various ways of acting and interacting without fear of humiliation, blame or neglect.

Without high quality Early Years education children's life chances are diminished. In particular children from poor social circumstances or disadvantaged families are more likely to be exposed to adverse factors, influences and risks that can limit their life chances. This informs why we work with children, their families, and the wider community to safeguard children's wellbeing and improve their Home Learning Environment.

Understanding the stages of a child's emotional and physical development will help you make sense of their behaviour. It is important to remember that each child develops in their own unique way, and it is the adult's role to identify and meet children's individual needs.

How children learn is as important as *what* they learn. Our emphasis is therefore on encouraging and enabling positive behaviour and creating an environment and culture in which this can happen, we use emotion coaching strategies to help children understand their feelings and to help them develop strategies, rather than simply 'managing behaviour'. At The WonderWorks, we aim for learning to be a collaboration between adults and children, with a mix of adult-led and child-initiated activity. Play is a critical part of children's learning and encompasses children's behaviour which is freely chosen, personally directed and intrinsically motivated.

In order to promote positive behaviour staff MUST:

1. Enable children to have access to an environment that is calm, homely, clean, safe, and uncluttered. There is access to quiet spaces. The rooms are light and airy.
2. Treat all children with dignity and respect, being inclusive and not showing favouritism and offering learning opportunities fairly to all children.

3. Support children to communicate in a way which is guided and supportive not overly directive or controlling. Children should be listened to and be helped to feel able to 'speak' freely. Being able to communicate influences everything children do, including how they behave.
4. Provide children with opportunities to learn how to identify, understand and to cope with their feelings and encourage them to empathise with others. We describe this as 'emotion coaching'.
5. Emotion Coaching also includes respecting children's ideas, concerns, and feelings. Exploring and acknowledging a child's feelings through the use of reflective responses shows that someone cares.
6. Set reasonable limits and expectations and consult with children about rules and boundaries of the nursery. The rules and boundaries should include staff respecting children's bodies and having appropriate, gentle, and kind physical contact. Children should be involved in making the rules, understanding the settings values and the British Values - and putting them into practice.
7. Provide children with differentiated learning to minimise boredom, frustration, or conflict, offering a wide variety of experiences and resources, both familiar and new.
8. Provide children with an established and consistent balanced routine.
9. Ensure that the rules of the nursery are applied consistently so that the children have the security of knowing what behaviour is acceptable and what is not. Children's age, developmental stage and additional needs must always be considered.
10. Provide strategies that teach children to interact positively with each other, e.g., supporting turn taking by using a sand timer.
11. Give children reassurance by offering love, praise, and encouragement, building their confidence and a positive feeling towards themselves and others.
12. Act as a positive role model for the children, which endorses friendliness, kindness, and courtesy, including modelling behaviour in interactions with other staff. For example, saying "Good Morning", "Please" and "Thank you".
13. Support children through emotion coaching to see the consequences of their behaviours/actions. Staff must adopt a problem-solving approach by involving the children in problem-solving activities, helping them to find out things by themselves and being able to come to a self-satisfying answer.
14. Avoid labelling children in a negative manner, shaming, or humiliating them. Staff must never call children (or colleagues) derogatory names, for example calling them "naughty". Staff should always address the behaviour being displayed by explaining the behaviour is unacceptable and provide alternative

instructions. For example, instead of saying “stop running” as a child to “please walk”.

15. Plan for transitions by giving gentle time limits and warnings, such as “In 5 minutes It will be time to tidy up for lunch time.”
16. Keep waiting periods short and active - appreciating that children have limited capacity to sit in formal groups for prolonged periods. Introducing a ‘tidy up song’ or a dance/ action song while children wait for food to arrive at their table, for example.
17. Engage and interact with the children but know when to step back and allow children to practice solving disputes and disagreements. Staff should step in when a child is in danger of being hurt. Use open-ended questions and sustained shared thinking.
18. Supervise all children effectively, both inside and out, with practitioners taking personal responsibility for managing and communicating risk and creating an environment where the safety of the children is the first consideration of all staff. Examples of this include, communicating with each other to collectively manage transitions, problem-solving and constructively addressing changing hazards and challenges, ensuring regular name counts, and being child focussed and not routine or task driven.
19. Communicate with each other when dealing with challenging behaviour, to ensure the team are all on the same page and using the same approach. Good communication can also support in finding triggers for behaviour and provide solutions.

Staff MUST NOT:

- Use, threaten or suggest physical punishment or humiliating treatment, such as smacking, shouting, aggressively grabbing, or inappropriately handling, hurting, and shaking children.
- Show anger towards the children.
- Send children out of the room by themselves or be left in a room by themselves.
- Use techniques intended to single out, isolate and humiliate individual children, such as using a ‘naughty chair’, ‘time out’ or ‘reflective time alone’ as it can be detrimental to a child’s self-esteem. Put what has happened into words and explore with the child if there was another way they could have acted. It is also important to avoid addressing behaviour publicly. For example, if a child is being disruptive or hurting another child during a group activity, they should be removed from the situation to discuss this, rather than addressing it in front of the rest of the group.
- Threaten children with inappropriate consequences, for instances withdrawing food or forbidding outside play.
- Pass sensitive or behaviour related information about the children, parents, or other staff in front of the children.

- Continue to use past behaviour that has already been addressed and solved to justify the exclusion of a child from an activity. This can cause children to hold on to feelings and behaviours.

Behaviour Support and intervention

Whilst children's feelings and emotions are always valid, and valued, at times some children may use behaviour as a form of communicator which we might describe as 'not ok', and where staff will need to intervene. Behaviour that is 'not ok' includes the following:

1. When a child is attempting to harm another child, a staff member, other adults, or themselves.
2. When a child is verbally unkind to another child, a staff member, or other adults.
3. When a child is being destructive with equipment or the nursery environment.
4. When a child consistently fails to respond to requests. Staff should be attuned to children's age and stage of development and therefore respond appropriately.

Racist, sexist, homophobic behaviour, or behaviour that promotes intolerance and exclusion is not acceptable from children, nor is it acceptable behaviour from families, partners, or staff.

Emotion Coaching:

Young children will need plenty of adult (and peer) support to help them understand 'big feelings, big emotions, and socially acceptable ways to deal with these. We help children through this important stage of their development by providing emotion coaching. The principle behind this is simply "we acknowledge and understand the feeling but help them to learn that negative behaviour towards others is not ok". The WonderWorks Teachers provide emotion coaching by:

- Understanding that the behaviour is a part of normal development. We have reasonable expectations and adapt these for each child.
- Staying calm and managing our own, adult feelings and emotions
- Understanding that children often communicate how they feel through their actions- using their bodies to express these. This is likely because the feelings they have are new, they are overwhelming, and they may not yet have the language to explain what they need/how they feel. We always try to unpick 'what the child' is communicating they need help with.
- We provide clear, simple language and pause for children to respond.
- We Connect- before we re-direct. We can do this by being close to the child, offering a hug, using breathing techniques, and allowing a child time to calm themselves down before discussing their behaviour.
- We demonstrate a growth mindset- understanding this is a learning opportunity and give children the chance to 'try again' until they no longer need our support.
- We offer opportunities for children to reflect.
- We praise effort, and celebrate success; however, 'small' it may seem.
- We can offer 'safe choices' to help children feel in control- even when we need to set a boundary.
- We would work in partnership with parents to explore the reasons for a change in behaviour e.g., they are not feeling well. And then agree a strategy which can be mirrored at home to support the child at this time.

- We provide opportunities for children to develop their emotional literacy, theory of mind and executive function through:
 - Persona Dolls
 - Listening Games
 - Turn taking games.
 - Secure Routines and giving warnings of change e.g., lunch time will be soon.
 - Stories & Books
 - Labelling feelings and emotions
 - Role Modelling
 - Offering Choice

Restorative Justice:

When children are developmentally ready (usually around 3-4 years of age), they will be encouraged and given support to assert their own rights, problem-solve, learn about social interactions, and deal with their issues in a non-aggressive manner.

This should be completed using a ‘**restorative justice**’ approach. As proposed by Vygotsky (Early Childhood Theorist), development is a social process and “*we grow into the intellectual life of those around us*”. Children learn to speak the language spoken around them and they develop ways of thinking and acting that are reflected by those around them - imitating the words and actions of others. This is a process of building understanding through conversations and language, made possible by social relationships. Restorative justice helps to build this understanding and culture, by offering opportunities for children to reflect on their behaviour and the impact that their actions may have had - and provides an opportunity to put things right so that all may move forward with dignity and respect intact.

Staff can promote this by modelling conversations and encouraging children to talk about how certain behaviours and actions have made them feel. Staff should be committed to helping children to come up with their own solutions, but will at times, need to offer possible solutions that may help - particularly as children are developing their empathy and understanding. Using circle times, group times and by sharing social stories with the children, will help them understand how their actions can impact on others, and will support children to empathise and come up with their own solutions.

Action to be taken when children display challenging behaviour:

1. Any child experiencing or displaying behaviour that indicates that they need support will be coached and comforted by an adult.
2. Children may need to be re-directed away from the situation, especially if there is a risk of harm. If the child displaying unacceptable behaviour is re-directed, they must still have supported access to other learning areas.
3. A member of staff will use the emotion coaching and/or the restorative justice approaches (see above), leading conversation with the child about why the behaviour is ‘not ok’ and discuss their reasons and feelings and those of the child or children that may have been affected by the action. How this is done must be informed by the individual child and their age and stage of development. For younger children, and children with limited language, staff will need to model the conversation, but as children develop their language

staff should be there to facilitate these conversations between the children and interact and offer support as required.

4. If the child needs to have time away from the other children, this will always happen with adult support. Mostly the child's attention should be re-directed by being given something else to do.
5. Consideration must be given as to how the child is returned to the activity or group, whilst ensuring their self-esteem remains intact.
6. Where children are refusing to follow or comply with the nursery routine, such as refusing to sit at the lunch table, staff should remain calm and explain the expectations 1:1. Consideration **should always** be given to the child's age and stage of development - ensuring that the expectation of the child's behaviour is appropriate. Staff may try to use 'choices' to offer the child some control back- perhaps "do you want to sit on this chair- or do you want stand at the table?" Or perhaps offer them a job to do which may encourage them to feel some desire to be involved. Where children still refuse to follow instructions, staff should remain near to the child, simply stating "I will wait until you are ready". The staff member will continue to say "I will wait until you are ready" repeating these actions until the child is ready to follow the instruction. We would never force a child to sit at the table, we would never get cross with them, we would respect and accept that they may have their reasons for not wanting to come and sit down but would explain the consequences such as "the food will get cold", you "might feel tired later if you don't eat anything".
7. Recurring concerning behaviour, that may be impacting on a child's development, safety, health or wellbeing will be discussed with the child's parent and key person, with the aim of building a consistent approach to supporting the behaviour.

Dealing with Consistently Concerning Behaviour:

Where a child displays consistent inappropriate and challenging behaviours and does not respond well to the usual forms of promoting positive behaviour, outlined above, the child's key person and the nursery SENDCO will monitor and observe the behaviour by completing in depth observations and ABCC forms. This will help to determine any triggers that may be causing the behaviour, and staff can then hopefully intervene more efficiently. Staff must speak to the child's parent, providing clear information, covering the potential issues, and discussing any support of other professionals that may be appropriate.

Staff will also complete an Individual Behaviour Plan (06.3) to help support the child. This includes agreed strategies and responses and encourages the staff to reflect on how the environment and routine can better support the child and promote positive behaviour. Staff use the IBP reflection section within this document to see what progress the child is making, and to evidence what support the nursery is putting in place.

Staff must be careful not to 'diagnose' medical or SEND issues to parents, as staff are not usually qualified to do so. Alternatively, staff should suggest the child receives medically or clinically appropriate treatment and support from relevant professionals by signposting to external sources, such as the local family centre or a GP. Staff should be alert to the signs of physical, emotional, or sexual abuse and neglect that can influence children's behaviour.

Biting:

Biting is common amongst young children, as they test out their boundaries, and get to know their bodies. Biting can be one of the things that worries parents most, but staff should endeavour to reassure parents that this is a 'normal' behaviour' and would not require extra intervention, unless staff consider this to be persistent, or where other SEND behaviours were also observed by the team.

Biting is often painful and frightening for the child who is bitten, but their reaction can also be frightening for the child who bites. Carrying out this kind of behaviour can make a child feel powerful because of the strong reaction that it brings. This feeling of power can also be frightening for children because to feel secure they need to know that they can contain or control their feelings or 'self-regulate'.

The nursery will usually follow the same procedure in the event of a child/children being bitten:

1. Stop the action. If possible, verbally instruct the children to separate. If not, you may need support in physically intervening to separate the children from each other (this will only happen in severe cases when children are too young to follow instructions).
2. Explain, with care to the child that has bitten, that it is 'not ok' to bite a person, and to re-direct them to an agreeable activity, or provide them with an alternative resource to bite if they need to bite on something.
3. Attend to and comfort the child who has been bitten. Wash the bite with soapy water followed by a cold compress.
4. The incident will be recorded; complete an accident form for the child who has been bitten, and an incident form for the child who bit.
5. The teacher completing the paperwork will speak to parents of both children as soon as possible, but they must seek support from a Room Leader, Deputy or Manager before making a call or speaking to them upon handover. The confidentiality of all children will be maintained throughout this process.
6. Teachers will provide appropriate activities and support for a child who has bitten to improve behaviour as needed.
7. If biting is continuous or persistent, the nursery SENDCO will be consulted and 'ABCC forms', along with an 'IBP' will be used to discover triggers, implement changes and support positive changes in behaviour.
8. The child's parents will also be invited into the nursery to discuss with the key person ways of dealing with the situation depending on the age and stage of the child. This may include tracking the child, following their movements, and completing observations to discover the reason behind the biting.

Biting can usually be a communication tool, often used by children to:

- Explore cause and effect- what happens when.....
- Ask for something, perhaps a toy they want without using words.
- Soothing gums and teething
- Exploring through their senses- taste, tongue, mouthing
- To express their frustration without words

Restrictive Physical Intervention:

All staff have a duty to ensure the safety of the children in their care. Occasionally, staff may be required to intervene physically to carry out their duties.

Restrictive Physical Interventions involves the use of force/restraint to manage a person's behaviour and can involve bodily contact. There is no legal definition of when it is reasonable to use force. What is considered reasonable will depend on the precise circumstances of the individual case. To be judged lawful, the force used needs to be in proportion to the consequences it is intended to prevent. The use of force should be minimum needed to achieve the desired result.

Restrictive Physical Intervention or restraint must be justified by there being:

- The likelihood of injury to the child
- The likelihood of injury to others
- The likelihood of serious damage to property resulting in an injury to the child or others.

Restrictive Physical Intervention should be only used when a situation warrants immediate action. Techniques to de-escalate the situation should always be used to avoid the need to restrain a child unless the risk is so exceptional or so immediate that there is not enough time to de-escalate. Restrictive Physical Intervention should never be used out of anger, as a punishment or as an alternative to measures which are less intrusive.

When using Restrictive Physical Intervention, the member of staff should:

- Comfort the child.
- Repeat short phrases or single words.
- Use a calm and gentle tone of voice.
- Explain age appropriately and clearly to them why it is necessary.

Any use of Restrictive Physical Intervention must be recorded immediately after and at least within 24 hours of the incident, using a '*Restrictive Physical Intervention - Record of Incident*' form - **Appendix Four**. The record should show who was involved, the reason the intervention was appropriate, how the child was held, when it happened and for how long, any subsequent injury or distress and what was done in relation to this. After using Restrictive Physical Intervention, the manager/deputy must inform the parents who should also be given a copy of the recorded incident. Monitoring and reviewing all the incident's involving restraint is essential in order to identify learning and to prevent unsafe practices.

Suspension or termination of nursery places:

The company settings are committed to dealing with concerns about behaviour and wherever possible, concerns will be tackled in partnership with parents and children. However, there are occasions where the partnerships with parents, and strategies within the nursery, will not alter or prevent concerning behaviour. In such cases further actions will be necessary, and possible referral for support from the local authority. It may also be necessary to review the child's place at the nursery on a temporary or permanent basis. It may be necessary to change the child's attendance pattern to help diffuse the situation for example reducing attendance down to help

the child cope with nursery routines or to move sessions to where 1:1 teaching support is more likely to be possible. The nursery will expect parental support to explore all possible options to enable the child's time at nursery to be as positive as possible. These changes may be short term, but they may need a longer term to help bring about change and see improvements for the child. Children will only be suspended or excluded as a last resort, where there is no alternative action, or when it is felt that other children and/or staff are potentially at sustained risk. This will include persistent swearing, with the impact on the other children within the setting being considered.

No member of staff may impose a suspension or exclusion of a child from the nursery without prior discussion with the Nursery Manager and Head of Childcare.

