



8. Promoting Positive Behaviour Policy

St Vincent's Nursery Positive Behaviour Co-ordinator
Partnered with Emotional Literacy Support Assistant (ELSA) and
SENCo is
Chloe Chester (Curriculum Lead)

Policy Statement:

At St Vincent's Nursery we believe that children flourish best through adults supporting children to co-regulate their emotions, teach them how to manage their feelings and emotional coach children to identify and express their feelings positively. At St Vincent's Nursery we acknowledge that behaviour is a form of communication and adults dedicate their time to co-regulate children to express what they are trying to communicate through their behaviour. At St Vincent's Nursery we identify starting points in each child's learning and development, therefore, we are dedicated to unpicking 'where a child is at' to support them in developing their behaviour. Practitioners become 'child whisperers', highly attuned to many different forms of communication – reading children's body language / posture and how they can change over time, noticing and responding to the children's facial expressions as an indicator of mood. They become sensitive to how a child is reacting to the practitioner's input, understand the likely triggers for certain behaviours in a child and look at how children are interacting with their peers for clues as to what is going on internally. Practitioners are skilled to unpick children's behaviours to see that their basic needs have been met e.g., is the child hungry, thirsty, tired, cold, poorly etc.

At St Vincent's Nursery we acknowledge that children learn and develop positive behaviours through play. Through children's play we see them engaging in lots of really important aspects of early child development, including co-operative behaviours, exploratory and experimented behaviours, persistence and resilience, understanding the world around them and how it works, exploring symbolic and figurative communication, imaging and creating, learning to cope with difficulty and challenge, building focus and attention achieving the state of 'flow' and social behaviours – making friends and getting on with others.

At St Vincent's Nursery we believe that children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. The nursery actively promotes British Values and encourages and praises positive, caring, and polite behaviour at all times in and provides an environment where children learn to respect themselves, other people and their surroundings. Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the nursery we aim to set these boundaries in a way which helps the child to develop a sense of impact of their behaviour on their own environment and that of others around them. At our nursery we set out high expectations of behaviour through encouraging and praising good behaviour; we accept the importance of adopting positive attitude which emphasises, recognises, and rewards good behaviour rather than identifying only behaviour which is unacceptable.



Our Aims and Commitments:

This policy aims to ensure that all parents and practitioners at the nursery clearly understand the importance of a shared agreed positive behaviour policy that is both supported and understood by everyone. The objective of the policy is to reinforce the need for children to learn to consider the views, feelings, needs and rights of others as well as those of themselves and the impact that this has in supporting their overall learning and development.

We aim to:

- Recognise the individuality of all our children and that some behaviours are normal in young children e.g. biting
- Recognise the typical social and emotional milestones in the Early Years
- Encourage children to be able to self-regulate their emotions through adults building the foundations of this process through co-regulation
- Encourage children to learn positive behaviours through play
- Support children in developing healthy attachments which help them develop a strong belonging, feel good about themselves, have a desire to learn and reach their fullest potential
- Encourage self-discipline, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all staff act as positive role models for children
- Encourage parents and other visitors to be positive role models and challenge any poor behaviour shown
- Work in partnership with parents by communicating openly and lay foundations from which the children will grow into happy, self-confident individuals
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
- Promote non-violence and encourage children to deal with conflict peacefully
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate
- Have a named person who has overall responsibility for positive behaviour enforcement
- Have a named Emotional Literacy Support Assistant (ELSA) to champion wellbeing for all the children in our setting as well as deliver 1-to-1 and/or group sessions for children requiring additional support for their social and emotional development

The Role of Adults:

Nursery Practitioners will:

- Learn about how this policy is implemented within the nursery during their induction period where the consistent implementation of positive behaviour strategies at our nursery will be discussed
- Ensure they notice and respond to the children's facial expressions as an indicator of mood
- Become sensitive to how a child is reacting to the practitioner's input
- Understand the likely triggers for certain behaviours in a child
- Look at how children are interacting with their peers for clues as to what is going on internally
- Unpick to see that children's basic needs have been met e.g., is the child hungry, thirsty, tired, cold, poorly etc.
- Are trained in recognising the typical social and emotional milestones in the Early Years
- Encourage children to be able to self-regulate their emotions through adults building the foundations of this process through co-regulation
- Understand the value of play and encourage children to learn positive behaviours through play
- Support children in developing healthy attachments which help them develop a strong belonging, feel good about themselves, have a desire to learn and reach their fullest potential
- Shape children in developing a healthy self-esteem, self-concept, build on their resilience skills and support their emotional literacy
- Praise and endorse desirable behaviour such as kindness and willingness to share
- Be polite and courteous, showing respect for all children and refrain from using negative words as labels such as 'bad', 'naughty' etc.
- Recognise that children need to release their feelings creatively and require support in developing non-aggressive strategies to help them build confidence in standing up for themselves and making themselves heard by adults and children
- Give children opportunities to talk about their concerns and feelings
- Ensure that they act as role models to the children at all times, portraying desirable behaviour, consistency and fairness in their approach
- Be trained to deal calmly and effectively with aggressive and hurtful behaviours including temper tantrums, biting and fighting; they will help children to manage their feelings, deal with difficult and often intense emotions, and talk to them about resolving situations
- Regularly update parents about their child's behaviour; the key person will work with parents in appropriate and supportive ways where there is the need to address recurrent, inconsiderate / undesirable behaviour
- Are trained to identify if a child may benefit from ELSA support and with parental consent and support from the Positive Behaviour Co-ordinator a referral will be made to the in-house ELSA

The Positive Behaviour Co-ordinator will:

- Advise and support other staff on behaviour issues
- Keep themselves and all practitioners up to date with legislation and latest updates as well as good practice, and ensure these are being followed
- Support changes to policies and procedures in the nursery
- Access relevant sources of expertise where required and act as a central information source for all involved
- Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. Keep a record of staff attendance at this training.



- Ensure all rooms have developed strategies to promote positive behaviour – such as Golden Rules, Transition Tubes, Now and Then Timetables, Social Stories, Emotional Coaching, Have I Filled My Bucket Today etc. and these are adhered to by all practitioners within the room fairly and consistently
- Identify if a child can benefit from ELSA support and with parental consent and support from the child's key worker a referral will be made to the in-house ELSA
- Use the [SEND Code of Practice](#) to support children where their behaviour is assessed as extremely challenging and needing much more than 'normal' levels of support

The ELSA will:

- Attend training days and group supervision sessions led by Trafford Early Years' Service / Educational Psychology Service
- Plan and deliver individualised programmes of support for children to develop their emotional literacy alongside the child's key person, including:
 - awareness of own and other people's emotions
 - development of an increased range of emotional vocabulary
 - development of self-regulation skills
 - development of social interaction skills
 - development of the ability to initiate and maintain friendships
 - promotion of a positive self-concept and self-esteem
- Plan and deliver programmes of support to small groups of children to develop social and emotional skills
- Develop the knowledge and understanding of Early Years Practitioners in relation to emotional literacy, resilience, mental health, and emotional wellbeing in children aged 0-5
- Enable practitioners to promote nurturing adult-child relationships and educational environments supportive of well-being
- Expand practitioners' knowledge of relevant interventions to support 0-5's emotional wellbeing
- Demonstrate good interpersonal skills with children and adults
- Write succinct session plans and add subsequent evaluative comments
- Liaise with staff throughout the setting about the needs and progress of children receiving support
- Liaise with the settings SENCo's, Communication Champion and Positive Behaviour Co-ordinator to set targeted support focused on the child's holistic needs
- Share knowledge and ideas from training / supervision sessions with staff throughout the setting as appropriate
- Meet regularly with line manager in the setting to review ELSA work
- Work within own competencies and level of development, under the guidance of the line manager
- Liaise with parents in line with setting policies
- For more information, please refer to our Emotional Literacy Support Assistant (ELSA) policy

Care and Control:



Our nursery rules are concerned with safety, care and respect for each other. We keep the rules to a minimum and ensure that these are age and stage appropriate. We regularly involve children in the process of setting rules to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child.

Children who behave inappropriately, for example by physically abusing another child or adult e.g. biting, or through verbal bullying, are emotionally coached through their actions, where all parties are encouraged to talk about the child's actions and how each individual feels – the child displaying unwanted behaviour, the other child/ren involved and the adult taking charge of the situation.

The following four main steps of emotional coaching are carried out by the adult:

1. Tuning into the child's feelings (and your own)
2. Recognising the learning opportunity – child building an understanding of how their actions are not acceptable, understanding how the other child and adult are feeling. The upset child is learning to self-regulate their emotions and express how they are feeling through co-regulation and comfort from the adult. The adult is teaching both children the importance of managing and expressing feelings.
3. Naming what the child may be feeling
4. Setting limits and explain what you want them to do (if needed).

We acknowledge that if a child is showing continuous unacceptable and/or extremely concerning behaviour, they will be best suited with an Individual Behavioural Plan which focuses more on their area of need(s).

Emotional Literacy Support Assistant referral:

With parental consent, individual children within our setting will be referred internally for ELSA support. Criteria for the referral will be based on assessment of the child's social and emotional development / wellbeing. It is expected that the child's key person will have already completed at least one cycle of Assess-Plan-Do-Review using the Graduated Approach. Once children have been referred for 'ELSA support' the ELSA will meet with their key person and parent / carer(s) to decide what would be best to focus on in terms of support. Once the focus of intervention has been decided, an Individual Plan or Well-being Support Plan will be written with SMART targets, details of support to be given and by whom, with a review date after 6 weeks. The ELSA may be involved in delivering the intervention or they may take a support and coaching role whereby they help the child's key person to plan and deliver the intervention. The ELSA will also attend a termly supervision session, run by an Educational Psychologist, alongside accredited ELSAs from other early years settings in Trafford to gain guidance from an Educational Psychologist. If after two 6-week plans it has been identified that the child has not made progress and continues to show delay in their learning and development in that area, a referral to the Child and Adolescent Mental Health Service (CAMHS) – under 5's will be made, with parental consent, in order to seek advice, support and involvement from an external professional.

When children behave in unacceptable ways:

- We aim to identify what the child is trying to communicate through their behaviour

- We **NEVER** use or threaten to use physical punishment / corporal punishment such as smacking or shaking
- We only use physical intervention for the purpose of averting immediate danger or personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable (further details in 'Physical Intervention' section below)
- We do not single out children or humiliate them in any way. Where children use unacceptable behaviour, they will, wherever possible, be re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity
- Practitioners will not raise their voices (other than to keep children safe)
- In any case of misbehaviour, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
- We decide how to handle a particular type of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done. All staff support children in developing empathy and children are supported in recognising their behaviour is unacceptable
- We help staff to reflect on their own responses towards challenging behaviours to ensure that their reactions are appropriate
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with inappropriate behaviour in nursery at the time. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties, we can work together to ensure consistency between their home and the nursery. In some cases, we may request additional advice and support from other professionals, such as an educational psychologist, health visitor etc.
- We support children in developing non-aggressive strategies to enable them to express their feelings
- We keep confidential records on any inappropriate behaviour that has taken place. We inform parents and ask them to read and sign any incidents concerning their child
- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs

When a child requires an individual behaviour plan:

- Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour plan wherever we feel that a more formal approach is required e.g. if a child's behaviour involves aggressive actions towards other children and staff, such as hitting, kicking etc.
- Individual behaviour plans will be completed in co-operation with child's parents so that strategies are put in place which are consistent in the home and nursery environments
- The Behaviour Co-ordinator will complete risk assessments identifying any potential triggers or warning signs ensuring other children's and staff's safety at all times. In these instances, we may remove a child from an area until they have calmed down
- The child's key person, parents and the nursery Behaviour Co-ordinator will develop strong communication channels to ensure that the strategies that have been put in place are effective and support the child's needs appropriately
- There may be times where additional intervention is required in the form of a referral to the in-house Emotional Literacy Support Assistant (ELSA). The child's key person and Positive Behaviour Co-ordinator will liaise with one another to complete the referral form



- There may be times where additional intervention is required in the form of external professionals' involvement; the Behaviour Co-ordinator will liaise with the nursery manager and seek parental permission to complete SARF (Single Agency Referral Form) to send off to the local authority's SEN Advisor

When children display extremely concerning behaviour:

Some behaviours are extremely concerning e.g. racist remarks, inappropriate touching, verbal aggression, persistent harming (of themselves or others), and intentional damaging of property. Incidents such as these will be managed on an individual basis and in a non-judgemental and appropriate way.

This may include:

- Removing the child from the situation
- We aim to identify triggers through implementing the ABC method
 - A: Antecedent – What were the triggers? Time of day? Who was present? Where in the setting does this happen?
 - B: Behaviour – What did the child do? What was the sequence of behaviour? Do you think the behaviour is purposeful?
 - C: Consequence – How long did it last? What did others do? Did this help or hinder the situation?
- Seeking immediate support from other staff members
- Contacting the parents and requesting the child is taken home
- On rare occasions using physical intervention for the child's own safety and the safety of others
- Convening a meeting the same day, including the nursery manager, the nursery Behaviour Co-ordinator and the parents, to identify ways forward
- Referring to other agencies e.g. Educational Psychology Service, Child and Adolescent Mental Health Service etc. for further guidance and support

Children under three years:

When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children. We recognise 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.

Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Practitioners 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 or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. 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.

Anti-bullying:

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.

We recognise that children need their own time and space and that it is not always appropriate to expect a child to share. We believe it is important to acknowledge each child's feelings and to help them understand how others might be feeling.

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.

Any method of bullying will be dealt with immediately. At our nursery, practitioners follow the following guidelines to enable them to deal with challenging behaviour:

- Staff are encouraged to ensure that all children feel safe, happy and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
- Children are helped to understand that using aggression, to get things, is inappropriate and they will be encouraged to resolve problems in other ways
- Our staff will intervene when they think a child is being bullied, however mild or harmless it may seem
- Staff will initiate games and activities with children when they feel play has become aggressive, both indoors and out
- Staff will sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour
- We will ensure that a copy of this policy is given to parents during their child's settling-in period and that this policy is always available for staff and parents to refer to
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the nursery
- All concerns will be treated in the strictest confidence and recorded appropriately

For further details please refer to our Anti-bullying Policy.

Physical Intervention:

The definition of physical intervention in early years' settings is identified as practitioners using reasonable force to prevent children from injuring themselves or others or damaging property. The [Early Years Foundation Stage Statutory Framework](#) states that:

'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 childminders, 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.'

We recognise that physical intervention can sometimes be very subtle and involves any techniques that impact on the child's freedom of movement. We recognise that there may be times where children may have regular occasions where they lose control and may need individual techniques to restrain them. Whilst the use of physical restraint is legal, it will only be used when absolutely necessary and following strict government guidelines, by appropriately trained staff and only with a signed agreement from parents on when to use it.

The purpose of physical intervention:

- Avert immediate danger
- Avert personal injury to any person (including the child)
- Manage a child's behaviour if absolutely necessary
- Prevent the child from damaging property

We will use the 5 steps to using physical intervention appropriately:

- **Step 1: Risk assess the situation** – Is there a genuine and immediate risk of danger or harm? Is physical intervention appropriate, considering the situation and the age and development of the child? Will distraction or diversion avert the risk of danger instead? Can the danger be removed?
- **Step 2: Use physical intervention safely** – calm the child, explain what you are doing and why at each stage of the process, offer reassurance, hold the child gently but firmly, only lift and carry the child if it is essential for safety, position yourself to protect yourself from being injured
- **Step 3: Use minimal force** – hold the child with the least amount of pressure required to protect them from the risk, ensure that you never restrict the child's breathing, release the physical contact as soon as it is safe to do so
- **Step 4: Record** – complete an incident form with a detailed and factual account of the reason for using physical intervention, how it was implemented, the impact on all involved
- **Step 5: Report and reflect** – reflect on the incident to support your well-being and aid learning, consider whether a referral to the LADO / notification to OFSTED is required, notify parents as soon as possible

The use of mechanical restraints, such as cots, buggies, feeding chairs or wrist straps are not designed to be used as a form of restraint or managing behaviour and will not be used in that way.

Inappropriate Language:

In rare situations children may use inappropriate language; if this occurs, it will be dealt with immediately. Practitioners will explain to the child the difference between acceptable and unacceptable words. Parents will be informed of any such incidents and a strategy to support the child will be discussed. All such incidents will be recorded appropriately.

Appropriate Adult Behaviour:



At St Vincent's Nursery it is our policy to offer appropriate physical comfort to our children when it is needed. Appropriate reassuring hugs and cuddles are an essential part of working with young children. It is important to consider our own as well as parents' understanding of this, particularly in relation to our Safeguarding Policy and the [EYFS Statutory Framework](#) – The Safeguarding and Welfare Requirements.

What is considered as inappropriate adult behaviour towards children?

Personal Space

- Making others uncomfortable by ignoring social, emotional or physical boundaries or limits
- Refusing to let a child set any of their own limits; using teasing or belittling language to keep a child from setting a limit
- Insisting on hugging, touching, cuddling, tickling, kissing, wrestling with or holding a child even if this child does not want this physical contact or attention
- Frequently walking in on children in the toilet cubicles when unnecessary

Relationships with children

- Turning to a child for emotional or physical comfort by sharing personal or private information or activities, normally shared with adults
- Insisting on or managing to spend uninterrupted time alone with a child
- 'Too good to be true' – i.e. frequently babysitting children for free, taking children on special outings alone, buying children gifts etc.
- Allowing children to consistently get away with unacceptable behaviour

If any of our nursery practitioners witnessed or have concerns about inappropriate adult behaviour towards children, they must report this to the nursery manager immediately in accordance with our nursery Whistleblowing Policy. Parents are also encouraged to share any concerns with the nursery manager as soon as they arise. All concerns / incidents will be dealt with immediately following our nursery procedures.