



Policy and Procedure for Positive behaviour management

At Bramble House we believe in a positive approach to managing behaviour. We aim to provide a stimulating, inviting environment, in which children are encouraged to be helpful, polite, caring and understanding to others within the setting. Positive behaviour management is key when developing a safe, secure, and happy environment. At Bramble House Nursery practitioners are expected to be good role models for the children they care for, practitioners must act fairly and consistently in their approach with the children when promoting positive behaviour. All staff must demonstrate positive language and actions appropriate to the age and stages of the development of individual children.

The environment

All playrooms are set up with continuous provision in mind. Children have easy access to age-appropriate resources. Children are encouraged to take turns and where appropriate (Ladybirds and Dragonflies) use the sand timer as a visual prompt to help understand when it is their turn.

High Expectations

All practitioners have high expectations that all children use positive behaviour towards staff and each other. All practitioners receive annual training that includes reminders about why children behave in a certain way. Practitioners know that children turning two years old and above are beginning to have more awareness of themselves and their wants. Staff are aware that lack of speech and language (communication) may trigger negative behaviour due to child's frustrations. Practitioners use hand gestures, visual prompts, and sign along to support children who do not have good language skills to communicate their needs. There is a now and next board that is used accordingly.

In the event of negative behaviour

If children display negative behaviours such as hitting or pushing, they will be reminded to use their kind hands. Each room has a set of emotion books to help children understand how they are feeling. For the younger children practitioners will voice how they think the child is feeling for example 'I can see you are sad' or 'I can see you are angry' and help them regulate themselves by providing a narrative for them when they cannot express themselves.

In the event of a child biting another child the child that has been bit will first be comforted taking attention away from the biter. Once calm the biter will be invited to look at the bite mark, and for younger children's practitioners will use simple words like 'ow, ochie' 'hurt' to try and gain empathy. The practitioner will use a sad face to show they are sad. If developmentally appropriate the book 'Teeth are not for biting' will be read to the child and a discussion around being kind to our friends will be delivered. The biter will be encouraged to hold a cold compress on the bite mark and sit with the child that has been bitten, demonstrating that they are sorry. This is to help the biter understand that they have hurt the other child. In the event of children climbing on furniture practitioners will gently remove the child with a firm 'No' reminding them 'Feet on the floor'.

In the event of a child throwing toys the practitioners will follow the same positive reinforcement telling the child a clear simple 'No' then demonstrating how to use the toy appropriately. If developmentally appropriate a discussion will be had around toys injuring someone if they hit them and not breaking our toys as we will have nothing to play with. Each room has a set of emotion books to help children understand how they are feeling. These must be used in the event of a tantrum once the child has calmed down.

Practitioners will adapt language to suit developmental understanding of the child. If a child has greater understanding such as a three- or four-year-old the practitioner will offer reasons as to why the behaviour is unacceptable explaining they could hurt themselves or others.

Continuous negative behaviour

If a child appears to demonstrate regular poor behaviour patterns, practitioners must take time to observe the child to understand why the child is behaving in this way. Practitioners must track persistent behaviours on a Setting Trigger Action Response (STAR) chart. This must be shared with management who will discuss positive behaviour management techniques with the key person and help to draw up a 'My Plan'. The key person and manager will then conduct a joint meeting with the parents to share the child's behaviour experiences and triggers and identify ways to prevent such episodes with the help of the family. Once strategies are agreed steps will be taken to implement to encourage positive behaviour management.

Early Help Record

In some cases, an Early Help record must be completed with the family. This will allow all observations and information from STAR chart to be considered and encourage a shared approach to supporting the child at home and in the setting. This may help determine if the child is displaying signs of Special Educational Needs.

At Bramble House Nursery we aim to:

- Recognise the individuality of all our children and that some behaviours are normal in young children
- 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
- Work in partnership with parents by communicating openly
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Focus on the behaviour and not child.
- Give the child reassurance, verbal praise when the child reacts positively.
- Be a step ahead and anticipate problems before they arise.
- Alert children to change before it happens using now and next board
- Give clear but simple instructions.
- All staff must be consistent.
- Practitioners are also encouraged to promote positive behaviour making clear that bullying, fighting, hurting, and racist comments are not acceptable.

Questions to consider:

"Can you tell me what had happened?"

"How were you feeling?"

"What do you think we could do to put things right?"

"What could we do differently next time?"

Reviewed By Stacey Green 21/02/2024