**Promoting Positive Behaviour**

Related policies and guidance

* Bullying Policy
* Play Policy
* Equal Opportunities Policy
* Admissions, settling and transitions Policy
* United Nations Convention on the Rights of the Child

Policy Statement

Kinder Croft recognises that all behaviour is a form of communication. Staff respond to behaviour that communicates distress or behaviour that communicates contentment in a manner that respects the communication the child is making.

It is recognised that all children behave in different ways and those changes in behaviour are

usually a result of a change in their environment or circumstances that may cause distress. Positive behaviour is promoted at all times by staff through modelling, praise,

developing intrinsic rewards and encouragement according to the child’s age and stages of development.

We will use four main strategies:

• TIME: Before acting or intervening a in non-dangerous situation take a second to observe the

situation from afar and think through the process of intervention.

• EMPATHY: Empathise with the child. E.g. 'I can see that you're angry/sad but we still need to

tidy up'

• CHOICE: Always offer a choice to give the child control. E.g. - 'You can sit nicely at story time

with the group or sit by yourself in the library.’

• LEVEL: Always be at the child’s level e.g always ensure you speak with the child face to face

We will NEVER use or threaten a child with physical/corporal punishment. We will ensure to use

a firm voice but NEVER shout at a child.

Most children at certain stages of development demonstrate behaviour that is negative. Children may demonstrate negative behaviour verbally or physically e.g. biting/ swearing. We recognise that children may display negative behaviour due to the fact that they are still exploring their emotions and understanding of what is socially accepted.

On those rare occasions when negative behaviour is evident a child will be gently supported. We do not humiliate any child and we deal with discipline sensitively. Staff will explain to the child why their behaviour is unsafe or unkind. Staff will only use physical intervention for the purpose of averting immediate danger or personal injury to any person or to manage a child’s behaviour if absolutely necessary.

Distressed behaviour is managed according to each individual child’s need. We understand that

methods used for some children may not prove to be effective for others. Parents, carers and

staff will work together to understand what works best for each child. We will work in

partnership with parents when dealing with inappropriate behaviour and external agencies may

be called upon for help and guidance.

Positive behaviour such as sharing, good manners, hygiene and taking turns will be encouraged

and praise will be given to confirm for the child that this behviour in a social group is helpful for them and for others.

In the nursery, we will have a set of Kinder Croft Standards that we will review and uphold as a

team, involving the children in this processing and making it normal to be nice.

Unacceptable Behaviour:

• Swearing

• Physical hurting of the other children, staff, livestock and the environment

• Repetitive damage of the nursery property or of that belonging to another child.

• Racism and other forms of discrimination

Biting

Biting is a common behaviour that some young children go through and can be triggered when

they do not yet have the words to communicate their anger, frustration or need.

The nursery uses the following strategies to prevent biting: sensory activities, biting rings,

adequate resources and staff who can recognise when children need more stimulation or quiet

time.

However in the event of a child being bitten or any other forms of hurt towards another we use the following procedures.

* Comfort any child who has been bitten and check for any visual injury. Administer first aid if required.
* Complete an accident form and continue to observe the bite for any signs of infection.
* For confidentiality purposes and possible conflict, we do not disclose the name of the child who has caused the bite to the parents but we will inform the parents of the child who has bitten that this has occurred to develop positive strategies to help the child move past this stage.
* Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the other child who has been bitten sad.
* Comfort the child who has bitten as they may be upset that they have caused harm to another child and made staff upset. Also, their response to bite communicates that they may be feeling anger, frustration or another need.
* Both children will be given a time to sit and think about what has happened and what they should do next with a staff member. The child who has been hurt may wish to go back to play quickly but should be offered this chance to deal with the trauma.
* It is hoped the child who has hurt another will identify the need to say sorry and to not do this again. This also gives the child the space to talk about what happened and any possible feelings that may have caused the incident (this will be recorded in the incident form).
* Saying sorry and giving a cuddle to the child who was hurt will be encouraged but only once the children are both able to absorb this resolution.
* The accident form should be shared and signed by the parents at pick up time.

If a child continues to bite, staff will carry out observations to try to distinguish a cause, e.g.,

tiredness or frustration

We may arrange a meeting with the child’s parents to develop strategies to prevent the biting

behaviour. Parents will be made to feel reassured that it is part of the child’s development and

no fault of their own.

If a bite breaks the skin, medical attention may be sought after initial first aid has been given.

Date of review: 13/06/23

Date of next review: 13/06/24

Signed: Joni Mackay