



Positive Relationships & Good Behaviour Policy

Statement of intent

At Ollie Owl day nurseries we seek to develop an ethos of mutual respect for and by all those involved in the life of the community we consider to be Ollie Owl Nursery. Encouraging such an awareness of the mutual needs and rights of others is an integral part of the nursery curriculum. As children learn by example, we believe that all staff should model an awareness and respect for the needs and rights of every child and each other.

Ollie Owl Day Nursery believes that children flourish best when their personal, social and emotional needs are met, and where there are clear and developmentally appropriate expectations for their behaviour, which are positively encouraged.

Aims

We aim to teach children to be strong and independent through positive relationships and by providing an enabling, encouraging and nurturing environment that teaches children how to behave in socially acceptable ways and to understand the needs and rights of others.

These guiding principles underpin the EYFS. The curriculum, personal, social and emotional development is a prime area of learning. It helps children to build relationships, thrive and enjoy their learning.

Methods

- We have a named Inclusion Officer who leads in the areas of Behaviour, E.A.L and SEN in each nursery. Our Inclusion Officer in Amersham is Maryam Bi and in Chesham is Chloe Reed, who are the Deputy Managers of each settings. In their Absence Amisha Dhir Curriculum & Inclusion Lead & Barbara Miller
- We implement educational programmes that, "help children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others. To develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities".
- We work towards children achieving all the Early Learning Goals, which for PSED are :

Managing Self: children are confident to try new activities, say why they like some activities more than others and show independence, resilience and perseverance in the face of a challenge. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including

dressing, going to the toilet and understanding the importance of healthy food choices.

Self-regulation: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, know that some behaviour is unacceptable and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Building relationships: children work & play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive attachments to adults and friendships with other children.

- All adults use a "positive behaviour management style" to manage behaviour.

This means:

- teaching by reinforcing positively good behaviour and using specific praise e.g. "good listening, I can see your eyes on me and you're quiet and still" or "well done for remembering to walk inside the nursery";
 - teaching children behaviour strategies e.g. "use your words to tell him you'd like to use that toy";
 - phrasing rules positively e.g. "use your quiet voices inside";
 - model at all times, treating all children, parents and staff with friendliness, care and courtesy.
 - teaching and reminding children of the expectation or rules. E.g. before they line up saying "remember to walk to the line, keep hands by your sides...". Also respond in this way if a child is not behaving appropriately. Calmly repeat instructions with a firmness so child knows your expectation.
- We have a named staff member for Behaviour and Inclusion. They promote positive behaviour and support other staff to fulfil this policy and support when a child is having difficulties managing their behaviour. They have been trained in 'managing children's behaviour' and have overall responsibility for issues concerning behaviour.
 - We require the named person to:
 - Ensure all staff are implementing this policy
 - Give advice to support colleagues and/ or parents
 - Keep her/himself up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
 - Check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
 - We familiarise new staff and volunteers with the setting's 'Good Behaviour' policy and its guidelines for behaviour.

- We work in partnership with children's parents. Parents are regularly informed about their children's progress in all aspects of PSED by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of this with parents.

Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We acknowledge and praise considerate behaviour such as kindness and willingness to share, turn taking etc.
- We support each child in developing self esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We ensure children get adult attention for the positive, good behaviour.
- We repeat expectations calmly, giving the child opportunity to do the correct/ appropriate behaviour.
- Occasionally, children may be sat away from other children for a short period of time. In extreme cases if this needs to be out of the room, this would always be with an adult.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques that single out in a detrimental way and humiliate individual children.
- We will use reasonable physical restraint, such as holding, to avert immediate dangers and prevent physical injury to children or adults, and/or serious damage to property or to manage a child's behaviour if absolutely necessary. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses], are brought immediately to the attention of the nursery Inclusion Officer or the Manager and must be recorded on an 'ABC' (antecedent events-behaviour-consequence) chart. This is also recorded in the nursery 'behaviour log'. The child's parent/carer is informed on the same day.
- If children have a special need, including behavioural needs, and physical restraint might be used this must be agreed with the parent, a risk assessment carried out.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.
- We incorporate British values within our curriculum and everyday routines to teach children about democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.

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 that 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 behaviour of young children include tantrums, biting or fighting. 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 to promote understanding.

Biting

- Biting is fairly common amongst young children and it is one of the things that concerns adults the most. Biting is often very painful and frightening for the child who is bitten. It can also be frightening for the child who bites, because it upsets the bitten child and makes adults cross. Biting can also make the child who bites feel very powerful because of the strong reaction that it brings. This power can be frightening for the biter because they need to feel secure that their feelings can be controlled. It happens for different reasons with different children and under different circumstances. The first step in learning to control it is to look at why it may be happening.
- Why children bite
 - Exploration:
Babies and toddlers learn by touching, smelling, hearing and tasting. If you give a baby a toy, one of the first places it goes to is the mouth. Tasting or "mouthing" objects is something that all children do. Young children do not always understand the difference between gnawing on a toy and biting someone.
 - Cause and effect:
Around the age of 12 months, babies become interested in finding out what happens when they do something. When they bang a spoon on the table, they discover that it makes a loud sound. When they drop a toy from their cot, they discover that it falls. They may also discover that when they bite someone, they get a reaction.
 - Attention:
Older toddlers may sometimes bite to get attention. When children are in situations where they feel that they are not receiving enough attention they often find a way to make others sit up and take notice. Being ignored is not fun! Biting is a quick way to become the centre of attention - even if it is negative attention.
 - Imitation:
Toddlers are trying so hard to be independent - "mine" and "me do it" are favourite words. Learning to do things independently, making choices, and needing control over a situation are part of growing up. Biting is a powerful way to control others. If you want a toy or want a playmate to leave you alone or move out of your way, it is a quick way to get what you want.

- Frustration:
Young children experience a lot of frustration. Growing up is a struggle. Drinking from a cup is great, yet nursing or sucking from a bottle is also wonderful. Sometimes it would be nice to remain a baby! Toddlers do not always have good control over their bodies. A loving pat sometimes turns into a push. Toddlers cannot always express themselves. They sometimes experience difficulty in asking for things or requesting help. They have not yet learned how to interact with others. At times, when they are unable to find the words to express their feelings, they resort to hitting, pushing, or biting.
- Stress:
A child's world can be stressful too. A lack of interesting things to do, or insufficient interaction with adults is stressful situations for children. Children also experience traumatic events in their lives, such as bereavement, moving to a new home, or even starting a new nursery. Biting is one way to express feelings and relieve tension. Young children are not always able to fully understand what they are feeling, they just act.
- Dealing with biting - all reasonable steps are taken to ensure that children and staff are safe, and that biting incidents are dealt with appropriately according to age and understanding.
- Use the 'ABC' (antecedent events-behaviour-consequence) chart to pinpoint the problem:
Who was involved? What happened before or after? How was the situation handled? When did the biting occur? Where did it happen?
- Try prevention:
If you determine that the biting occurs as the result of exploration or teething you may want to provide the child with a teething ring, or work with the parents to see if teething gel or some form of pain relief can be administered.
- If the child seems to bite when tired or hungry, staff will need to be more vigilant at these times.
- Try to keep group play to short periods and small groups. Watch for situations where two children might want the same toy. For example, if the biting occurs when two children are fighting over a toy telephone, try to distract them before a potential biting situation arises. It is not always possible to make very young children share. Toddlers do not necessarily have the skills to negotiate or understand another child's perspective.
- Children in this situation need close adult supervision, especially if they are known to bite. However, even with the best supervision, including a one-to-one situation, circumstances will not prevent some children from getting bitten.
- If attention seems to be the main reason for biting, try to spend time with the child and praise them when they are doing more positive things. If the child is experiencing a stressful family or care-giving situation, you will want to make everyday life as supportive and normal as possible. Predictable meals, bedtimes and extra time with a loving adult can help. Often, experiences like rolling, squishing, and pounding play dough or relaxing, splashing and playing in water are a great way to relieve tension.

Rough and tumble play and fantasy aggression

- Young children often engage in play that has aggressive themes - such as 'superhero' and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.
- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies - blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.

Hurtful behaviour

- We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without consideration or understanding of the feelings of the person whom they have hurt.
- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. 'Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? It made you feel angry, didn't it, and you hit him'.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. 'When you hit Adam, it hurt him and he didn't like that and it made him cry'. We then teach an alternate way of dealing with it..." you need to use your words to tell Adam that you wanted to carry on playing with that toy"
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults, modelling of appropriate behaviour and the recognition of clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We say out loud what we are doing to support the learning, "thank

you X for passing me the ball, here it's your turn again, so I'm giving it to you". We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.

- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - they do not feel securely attached to someone who can interpret and meet their needs - this may be in the home and it may also be in the setting;
 - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
 - the child is exposed to levels of aggressive behaviour at home and maybe at risk emotionally, or may be experiencing child abuse.
 - the child has a developmental condition that affects how they behave.
- 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.
 - Seeking immediate support from other staff members.
 - Contacting the parent/carer and request the child is taken home.
 - On rare occasions: using positive handling techniques for the child's own safety and the safety of others (see Health and Safety Policy).
 - Convening a meeting the same day, including a member of the Senior Management Team and the parent/carer, to identify ways forward.
 - Where this does not work, we will make the appropriate referrals to the local authority and seek intervention to support the child and adults, where necessary.
 - Where there is a significant change in behaviour, we note this, implementing the Safeguarding and Inclusion policy.

This policy was adopted on	Signed on behalf of the nursery	Date for review
01/06/2023	Dick Tillett	01/06/2024
<p><i>This policy meets the EYFS Statutory Framework</i> <i>Intro 6, 1.6, 1.13, 3.1, 3.2, 3.4, 3.6, 3.51, 3.52, 3.53, 3.54, 3.68.</i></p>		