

Seedling Nursery

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Promoting Positive Behaviour

At Seedling Nursery we believe that children flourish best when they know how they and others are expected to behave. 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 and provides an environment where children learn to respect themselves, other people and their surroundings.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. Children need to have set boundaries of behaviour for their own safety and the safety of their peers. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions. We recognise that codes for interacting with other people vary between cultures and require staff to be aware of, and respect, those used by families in the nursery.

Within the nursery we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both in their own environment and that of others around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

We aim to:

- We aim to promote the development of a sense of right and wrong behaviour by teaching the children the appropriate way to act and discourage unacceptable behaviour. Sometimes it is necessary to help children understand their own boundaries in certain situations, explaining why we do not accept certain behaviour, the use of 'Thinking Time' is just one strategy we use for this.
- Recognise the individuality of all our children and that some behaviours are normal in young children e.g. biting
- 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
- Our approach will always be talking things through, encouraging self-control & responsibility and restoring friendships. We will involve parents and seek to work together for the benefit of the child.
- Encourage parents and other visitors to be positive role models and challenge any poor behaviour shown
- 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
- 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

- Supporting and developing self-regulation and empathy as appropriate to the stage of development
- Have a named person who has overall responsibility for behaviour management.

Procedures

We have a named person who has overall responsibility for our nursery for supporting personal, social and emotional development, including issues concerning behaviour.

The named person for managing behaviour is Andy Marshall and he will be responsible for:

- Advising and supporting other staff on behaviour issues - supporting with Positive Handling Plans
- Along with each room leader, keep up to date with legislation and research relating to behaviour
- 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.

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 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 helped to talk through their actions (Thinking Time) and apologise where appropriate. We make sure that the child who has been upset is comforted and the adult will confirm that the other child's behaviour is not acceptable. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child.

How can you make sure the child understands what is expected?

- By using visual reminders. Have the 'rules' displayed in picture form where you can refer to them frequently e.g. in the sitting area
- Use very specific vocabulary for each 'rule'. The language should be positive rather than negative e.g. "We walk" (rather than "Don't Run")
- Expectations and 'rules' need to be appropriate and relevant
- Do not negotiate the 'rules'. Point to the visual display and state "This is what we do" • Know your children. Although 'rules' are not negotiable, some children need additional strategies to enable them to follow the 'rules' (see suggested strategies at the end)
- Some children might need individual visual reminders
- Keep rules to a minimum (no more than 3-5) just those that are necessary
- Use very simple wording
- Remind the children of the 'rules' at the start of each session every day
- Target a specific rule (for a day or week) and tell the children you are going to be 'on the lookout for it!' Go over the top with your praise for children following a specific rule.
- Make sure ALL staff are consistent in encouraging and enforcing 'rules'
- Does the child understand what happens when they keep breaking the 'rules'?
- All staff should be consistent in giving rewards and sanctions
- Be firm in your expectations.
- Use the "Now" and "Then" visual display for all children, ensure transitions are management smoothly

Partnership with Parents: We are committed to working in partnership with parents and carers in supporting children's development in all areas, including behaviour and we take into account children's age and stage of development. We recognise that there may be different expectations for children's behaviour at home and at nursery. With a good level of communication we can provide consistency for the children and this will help alleviate frustrations and misunderstandings that can

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lead to behaviours that are unacceptable or unknown. Where behavioural difficulties continue, parent/carers will be further invited into the setting to talk with relevant practitioners. By working together home and nursery will explore possible underlying causes and share positive strategies in order to ensure a consistent approach between setting and home.

Before we talk to parents we need to reflect on the following:

- > Have you brought the behaviour to the attention of a manager
- > Have we completed a log - ABC form
- > Do we have a plan in place to support the child's behaviour
- > What outcome does informing parents achieve at this stage

A [Positive Handling Plan](#) to be shared by nursery and home will be agreed and reviewed to monitor outcomes.

Staff Training

We familiarise new practitioners and volunteers with the nursery's behaviour policy and its guidelines for behaviour. We require all staff, volunteers and students to provide a positive role model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

In order to manage children's behaviour in an appropriate way we will:

- attend relevant training to help understand and guide appropriate models of behaviour;
- implement the setting's behaviour procedures including the stepped approach;
- have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary;
- Check that all staff have relevant in service training on positive behaviour. We keep a record of staff attendance at this training.

Expectations of behaviour

At Seedling Nursery we aim to ensure the individual needs of all children are met by providing clear, consistent and developmentally appropriate expectations for behaviour through:

Respect: to encourage all children to have respect for themselves, for other people (their feeling, beliefs and values) and for the nursery environment including equipment and property.

Understanding and compassion: to help children to understand other people's views and experiences and to be caring and tolerant towards others

Responsibility: to enable children to have an increasing ability to make choices and take responsibility for their own actions. In particular we help children to develop an understanding of the consequences of their behaviour.

Fairness and equality: to give children an understanding of how to be fair to all: how to share and give everyone an equal chance (within the context of everyone having different needs). All practitioners will demonstrate this behaviour in their actions also.

Kindness: to promote acts of kindness to each other and to assist children in ways of being gentle towards each other.

Support and the use of positive reinforcement: to acknowledge considerate behaviour, reinforcing positive behaviour developing children's confidence and self esteem.

Use of rewards and sanctions

All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control. We have clear class expectations for each age group and these are shared daily with the children. We use InPrint to create visual aids for the 'In our class we' posters.

Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'. However, if necessary children can be accompanied and removed from the group in order to calm down 'Thinking Time' and if appropriate helped to reflect on what has happened.

The greatest reward is praise!

- You must mean it!
- Be quick with it.
- Praise and reward all other children for appropriate behaviour
- Use it to distract. "Jamie is sitting beautifully."
- Use the child's name to personalise it
- Use eye contact, appropriate facial expressions and body language.
- Make it very specific by using specific prompts; e.g.: "Well done Jane for passing the glue nicely."
- "John - thank you for picking up the books." "I liked the way you shared the chalks Suzy." • "Peter, you coloured that so carefully, well done."
- "Mary – you are a star. You finished the puzzle all by yourself."
- Some children prefer 'silent' praise (a nod, a wink, a smile, thumbs up.)
- Remember to praise the parents too
- The reward **must** be meaningful to the child
- Praise poster cards
- Star of the day and kindness

Strategies to encourage positive behaviour

We help children look after themselves by:

- Praising them: focusing on the positive things they do
- Helping them to recognise their feelings and express themselves in an acceptable way
- Encouraging those to ask for help from peers as well as adults
- Encouraging their attempts and identifying with a view to planning for their interests
- Building their independence through self-help skills
- Encouraging them to see the good in others
- Encouraging them to learn from each other

We help children to care about others by:

- Using conflict resolution and keeping calm
- Modelling appropriate behaviour
- Working on and reinforcing the understanding of feelings, e.g. in circle time
- Naming and making feelings clear including the consequences of their actions: reflecting back to children
- Being aware of the power of language, i.e. not being confrontational or negative e.g "We use kind hands"
- Boosting self-esteem
- Giving time to listen and help acknowledging their responses sensitively

We help children to be polite by:

- Saying "Good morning" and where appropriate "Please" and "Thank you" (we model behaviours we want them to copy). Use Makaton
- Encouraging children to wait their turn e.g "when you are finished playing with the car, can I have a turn"
- Talking one at a time: listening to each other without interrupting when someone is already speaking e.g hands up
- Giving children clear messages and setting an example

We ask children to look after equipment by:

- Encouraging children to use equipment appropriately
- Teaching them about health and safety
- Looking after our books

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- Encouraging them to help mend broken toys and equipment
- Playing games, e.g. in circle time and considering, "How do we look after this?"
- Washing the bikes, toys, plants etc.
- Reminding them to tell us about breakages
- Looking after the equipment ourselves and therefore modelling it

We help children to care about the environment by:

- Making it as attractive as possible
- Cleaning tables
- Tidying up together
- Displaying children's work
- Picking up rubbish
- Providing labelled storage
- Special Helper role in Petals (Preschool Room)
- Looking after indoor and outdoor plants
- Explaining proper care and use of areas (painting area, home corner, sand pit etc)
- Noticing, acknowledging and praising 'careful handling' and modelling it
- Sharing responsibility

There will also be a regular assessment of the environment to ensure that it is not having a negative impact on behaviour and that all children's needs are being met. We limited the amount of waiting time for children (holding bays) as this is known to cause frustration and inconsiderate behaviour.

Group time - e.g. circle time, story time, snack time

- Is the group size appropriate for the child?
- Have appropriate expectations of the children and be consistent with rules and routines • Check seating. Has everyone got enough space? Is it better if the child sits near the adult/in the middle of good role models/at the side? Can everyone see and take part? • Sometimes sitting on a favourite carpet square will help a child who is unclear about his personal space
- Refer to the good sitting and good listening rules at the beginning of each group session • Ensure the children are facing away from distractions
- Use a variety of strategies to take into account different learning e.g. visual aids, props and actions
- Avoid a long wait before you are ready to start
- Keep group times short
- Highlight and praise good role models frequently
- Praise and reward desired behaviour. Make the praise specific. Tell the child exactly what it is they have done well

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 to 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, explanations 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 ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- 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 avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.

- When children behave in inconsistent ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves, nor do we use a 'naughty chair' or a 'timeout' strategy. At Seedling Nursery we will use 'Thinking time' to support children to reflect on their unwanted behaviour' this is supported by an adult at all times.
- We never use physical or corporal punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (What happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the nursery manager and are recorded in the child's personal file. The child's parents is/are informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Destructive behaviour

- Have clear rules and boundaries, which are visually displayed and verbally discussed
- Catch the child being good and praise them at every opportunity. After praising the child reward, them instantly. The reward should be appropriate and relevant to the child
- If child (A) destroys or breaks the toys of another child (B) the attention should be given the child (B)
- Child (A) should be reminded of the rules and if they continue an appropriate choice and consequence should be given. For example, "When you have mended the toy you can go out and play." If child (A) still does not comply a further warning should be given (i.e. what the chosen consequence is)
- Distract the child before it results in destructive behaviour
- Raise self-esteem at every opportunity
- Observe and monitor antecedents, frequency, type and timing of behaviour
- All staff must adhere to the same behaviour strategies
- Have a home/nursery diary in which to share both the positive and any real concerns

Tidy up time

- Warn the children five to two minutes beforehand so that they can finish their activity and get used to the idea
- Some children will respond better to a visual reminder - Set the timer on a few minutes before so that all staff know what is happening and can start the process while looking out for which children are playing with what toys.
- Play a piece of music or set the timer on and leave it on for a bit so that all children know what time it is.
- Alternatively, seat all the children quietly on the carpet first. Then the adults choose children to help tidy a specific activity. Involve all the children. This is a good way to tell them that play has finished and that they can be helpful
- Some children may not know how to tidy, and you will need to show them. Tell them exactly what to do rather than just "tidy up" e.g. "put the bricks in this box."
- Make tidy up time as short and efficient as possible. Two or three minutes should be long enough
- Make 'tidying' a focus for the week and be on the lookout for 'tidy helpers' Praise and reward frequently
- Make it clear that you expect all children to help
- Make it easy for them by having boxes labelled and accessible
- Use "I" statements e.g. "I need you to...." "I like it when you...." Thank them for helping you • If this is a particularly noisy and disruptive time, make observation to find out what is going wrong, and share with all staff

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Children under three years old

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

Praise and notice when a child is behaving well as often as possible, make sure you say what they are doing is good e.g “Katie, that’s good walking”.

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 preoccupied 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. However we do not allow children to jump or lay on top of each other.
- 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, e.g. blowing up and shooting, and that themes often refer to ‘goodies and baddies’ and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of teachable moments to

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 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.
- We will help them manage these feelings, as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry, as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child’s rage as that will have the opposite effect. 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 down, but we offer them an 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 they experience. We help children to 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?’

Did it make you feel angry? Is that why you hit him? Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.

- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on other's feelings. 'When you hit Adam, it hurt him and he didn't like that and it made him cry.' We help young children develop prosocial behaviour, such as resolving conflict over who has the toy. 'I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one'.
- 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 and clear boundaries.
- We support social skills through modelling behaviour and through activities, drama and stories.
- We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish this to the person they have hurt.
- 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 nursery;
 - Their parent, or carer in the nursery, 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 may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
 - The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
 - The child has a developmental condition that affects how they behave.

Supporting behavioural strategies and procedures

Where negative behaviours are recognised or observed practitioners will intervene appropriately, in a clear, calm and positive manner, to support children to reconcile conflict. This will be done in an age appropriate approach.

Consequences

If inappropriate behaviour continues, the practitioners will emphasise that it is the behaviour that is in the behaviour they disapprove of not the child whilst encouraging the children to comfort and make amends for their behaviour, e.g. asked to get a tissue, give it a rub better or offer a comforting cuddle if they have hurt another person.

At no time during disciplining a child would practitioners use physical punishment, e.g. smacking, shaking or slapping. Physical intervention will only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult... to prevent serious damage to property, or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour will be recorded and parents will be informed about it on the same day.

We have a range of strategies that we will use to discourage inappropriate behaviour depending on the child's age.

Initial intervention approach

We will use an initial problem solving intervention for all situations in which a child or children are distressed in conflict. All staff use this intervention consistently.

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All behaviour has a reason

The first thing to do is to try to determine why the child is behaving in the way that is causing you concern.

- Is the issue personal to the child?
- Has the child a poor self-image?
- Behaviour difficulties are often the result of a language problem
- Is there a social or emotional reason?
- Is the reason environmental? Can you change something within your setting e.g. the layout, structure of the setting or adapt the activities

If a child is behaving inappropriately, the adults need to change something they do to effect a change in the child.

Bear in mind the feeling the child might be experiencing:

*Anger *Anxiety *Confusion *Fear *Panic *Loneliness *Isolation *Jealousy *Inadequacy

*Depression *Frightened *Worried *Scared *Embarrassed *Hurtful *Nervous *Rejected *Unloved

*Lonely *envious *Aimless *Lost *Tearful

If you can understand the cause, then it is easier to solve the problem. However, sometimes there may be complex difficulties which are not always apparent, and there is often no 'quick fix'.

Be patient. The tiniest step will lead to long term improvements and remember that young children are apprentices in life skills, and some will need additional help along the way to master the social niceties.

This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.

Focused intervention approach

The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents.

Where we have considered all possible reasons, then a focused intervention approach should then be applied.

This approach allows the key-person and the Behaviour co-ordinator to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.

The nursery will follow the ABC method which uses key observations to identify

- A. an event or activity (antecedent) that occurred immediately before a particular behaviour,
- B. what behaviour was observed and recorded at the time of the incident, and
- C. what the consequences were following the behaviour.

Observations

Observations are vital in determining when and why certain behaviour is happening. Behaviour can cause concern because:

- It is serious, i.e. violent, aggressive or abusive
- It is frequent, persistent and annoying

It is important to discover the following about the behaviour:

- What triggers the behaviour?
- When is it most likely or least likely to happen?
- What are the consequences to the behaviour?
- What happens at the end of the outburst?
- Is the child in control of their behaviour?

It is important to record all that the child does and says, not just the 'inappropriate' bits. Record several observations over different activities and times of day.

For some behaviour you might consider using a frequency record to use as a baseline so you can note improvements.

Observations will help to determine your strategies and will lead into targets for a support plan. These are also 'evidence' for referral to other professionals if this should be needed.

Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied.

Strategies we use:

Babies 0-2 Years	<ol style="list-style-type: none"> 1. Stop sign method, using a clear hand signal 2. Praise positive behaviour 3. Distraction from the situation with another toy/activity 4. See biting policy 5. Use positive words when supporting unwanted behaviour "kind hands"
Toddlers 2-3 years	<ol style="list-style-type: none"> 1. Stop sign method, using a clear hand signal. 2. Distraction from the situation with another toy/activity. 3. Positive praise for good behaviour - postcards, stickers and words 4. Age appropriate language to be used. 5. Using 'In our class' with visual aids to encourage good behaviour. 6. Giving choices. 7. Use positive words when supporting unwanted behaviour "kind hands"
Pre-school 3-5 years	<ol style="list-style-type: none"> 1. Stop sign method, using a clear hand signal. 2. Use 'Thinking Time' supported by adult - used timer 3 minutes 3. Reward charts to encourage appropriate behaviour. 4. Use 'in our class' and other visuals for both indoor and outdoor boundaries. 5. Appropriate language is used at all times. 6. Giving choices. 7. Use positive words when supporting unwanted behaviour "kind hands" 8. Use 'High Five' for children in their last Summer term with us.

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Children with additional needs:

A minority of children may need additional or different support, beyond that of other children of the same age.

Support for these children, in collaboration with parents/carers may involve setting up an Positive Behaviour Plan (PBP) with specific targets related to behaviour. Where appropriate, this stage may include referral to external agencies for additional support/assessment with parent/carers' consent.

We also have visual aids across the nursery to help aid understanding and reduce anxiety for children.

Seedling Nursery will ensure that EYFS guidance relating to 'behaviour management' is incorporated into relevant policy and procedures;

- We will be knowledgeable with, and apply the setting's procedures on Promoting Positive Behaviour;
- Ensure that all staff are supported to address issues relating to behaviour including applying initial and focused intervention approaches.

Step 1

- We will address unwanted behaviours using the agreed and consistently applied initial intervention approach. If the unwanted behaviour does not reoccur or cause concern then normal monitoring will resume.
- Behaviours that result in concern for the child and/or others will be discussed between the key person, the behaviour coordinator and Special Educational Needs Coordinator (SENCO) or/and manager. During the meeting, the key person will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.
- If the behaviour continues to reoccur and remain a concern then the key person should liaise with parents to discuss possible reasons for the behaviour and to agree next steps. If a cause for the behaviour is not known or only occurs whilst in the setting then the SENCO will suggest using a focused intervention approach to identify a trigger for the behaviour.
- If a trigger is identified then the SENCO and key person will meet with the parents to plan support for the child through developing an action plan. If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan. Other members of the staff team should be informed of the agreed actions in the action plan and help implement the actions. The plan should be monitored and reviewed regularly by the key person and SENCO until improvement is noticed.
- All Positive Handling Plan (PHP) are shared with the whole team to ensure a consistent approach.

Step 2

- If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, then the behaviour coordinator and SENCO will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting.
- It may be agreed that the Early Help process should begin and that specialist help be sought for the child – this support may address either developmental or welfare needs. If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, follow the Safeguarding and Children and Child Protection Policy.
- Advice provided by external agencies should be incorporated into the child's action plan and regular multi-disciplinary meetings held to review the child's progress.

Coping with change

- Children with language difficulties find it difficult to predict what is going to happen next. Keep routines

as much as possible. Use visual clues to introduce new activities e.g. show cup if you are going to have a drink. Teach them to understand an activity is 'finished' – use finished sign

- Be consistent. It is very important that everybody responds in the same way.
- The “when” and “then” sequence can be a very powerful in persuading children to do the right thing e.g - “when you have put the doll in the bow, then you can can and play”

Communication:

Children: For younger children, they are exploring their feelings and testing out boundaries and whilst you still need to discourage inappropriate behaviour their understanding is limited. For 3 & 4 yr olds, the practitioners will work with the children to write down expectations for behaviour and this will be agreed with the children by creating a writing down rules and will be discussed with children on a regular basis.

Practitioners: As part of the induction procedure, all practitioners will be made aware of the procedure to support positive behaviour according to clear, positive, consistent guidelines. Practitioners will make every effort to act as good role models to children by behaving in a friendly and considerate manner themselves, creating an atmosphere of respect and value for one another and we hope that parents/carers using the nursery will join with us in partnership.

Practitioners will work effectively together as a team and show a fair and consistent approach to incidents. They will discuss any concerns with parent/carers in an attempt to understand and identify possible causes of negative behaviour. Practitioners will attempt to focus directly on positive features of the child's behaviour. Practitioners use positive techniques including re-direction of children, early intervention to prevent disagreements that children cannot handle. Anticipation of and the elimination of potential problems e.g. equipment and time tabling will help to discourage unacceptable behaviour.

Parents/Carers: Our overview of behaviour policy is included as part of our 'Parents Information Book' which is given out at enrolment. A full copy of the policy can be found in the nursery website. If a child is demonstrating a pattern of inappropriate behaviour then the parents/carers will be informed on the day and if this is persistent the parents may be invited in on a regular basis to discuss your child's behaviour and agree a course of action.

Attention seeking behaviour

- Ignore attention-seeking behaviour as long as the child and those around him are safe. Try to avoid negative comments, shouting or arguing with the child as they are still accessing attention, and this can result in escalating the unwanted behaviour
- Simply state in a relaxed voice “You know the rules, it's your choice” then remove your attention. It is difficult to do but effective
- Make sure that the rest of the children know you like the child
- Avoid confrontation by giving the child choices e.g. “Do you want to draw with felt pens or crayons?”
- Praise the child when they are on a task and conforming to rules and boundaries
- After praising the child, reward them instantly. The rewards should be appropriate and relevant to the child
- Praise the children nearby who are displaying appropriate behaviour.
- Raise self-esteem at every opportunity
- Observe and monitor antecedents, frequency and timing of behaviour
- All staff must adhere to the same behaviour strategies

Seedling Nursery

Bullying


We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another.

Bullying usually occurs in children five years and over but if it does occur in our nursery, we will deal with it in the following way:

- We will show the children who have been bullied that we are able to listen to their concerns and act upon them;
- We intervene to stop the child who is bullying from harming the other child or children;
- We explain to the child doing the bullying why her/his behaviour is not acceptable;
- We give reassurance to the child or children who have been bullied;
- We help the child who has done the bullying to recognise the impact of their actions;
- We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practice and reflect on considerate behaviour
- We do not label children who bully as 'bullies'
- We recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstances causing them to express their anger in negative ways towards others;
- We recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- We discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- We share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

By positively promoting good behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop as responsible members of society.

This policy was last updated	Signed on behalf of the nursery	Date for review
<i>January 2022</i>		<i>January 2023</i>