



Deerness Valley Nursery

Promoting Positive Behaviour

At Deerness Valley 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.

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 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 actively seek to use gentle and nurturing forms of behaviour management such as those described in PACE. See the attached document.

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.

Our behaviour strategies and choices are rooted in our “We Are” statements:

Who we are:

We are Valuable and Valued – all people of all kinds from all places have value and so are treated respectfully and with kindness and love.

We are Generous and Helpful – we share and take turns, we don't take more than we need especially if it leaves another in lack, we do what other people want to do sometimes, we give our time to others.

We are Hard-working and Responsible – we try our best to do things well. We have a go at everything including doing things we don't want to do, or we know need to be done.

We are Respectful – we listen to what other people say and want. We do as we are asked to do.

We are family, and as family:

We are Interdependent – we help others and allow others to help us. We can do good things together and more than we can do alone.

We are Forgiving – We say sorry when we've done things wrong, we try to do better next time and we forgive others when they've done something wrong. We recognise that mistakes are a part of learning.

We are Caring and Compassionate – we care about others and we try to help look after other people.

We are God's children, and so:

We are Thankful – we live lives of gratitude to God and others, so we say please and thank-you, we say grace before meals, we spend time noticing things that are good



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We are Hopeful – we seek the good things in the day and in each other. We focus on solutions instead of problems.

We are Wonder-filled – we take time to notice beauty and enjoy the place and time we are in.

We are Joyful – we find joy in the every-day and encourage enjoyment in all we do.

We aim to embody our values in the ways we behave and in the ways we expect and teach children to behave.

Children need the opportunity to make mistakes with their behaviour in order to recognise where they have made a mistake and how to do better next time. This includes being too rough, being unkind, snatching and arguing. Staff will always be supervising these interactions but will use their professional judgement when and how to intervene. These interventions may occur immediately, for example to prevent injury, or later to review what happened and the impact of their actions. Sometimes these opportunities to review actions will be one to one with the child, and sometimes these situations will be used to help the whole group learn.

Staff will coach children to express their needs and emotions in appropriate ways both to each other and to adults. This includes naming emotions and recognising their effects on us, noticing how others feel, taking responsibility, saying sorry, and forgiving others. For example, teaching children about sharing involves talking about how someone else may feel if they have been waiting a long time for a turn, talking about how to ask for a turn, and that sharing involves waiting and learning to be patient.

Staff will make mistakes too, and we will use these situations to model the processes of saying sorry and forgiveness.

The named person (Hannah Dexter) for managing behaviour will:

- Advise and support other staff on behaviour issues
- Along with each member of staff, 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.

The Early Years Foundation Stage statutory document says:

3.53. Providers are responsible for managing children's behaviour in an appropriate way.

3.54. Providers must not give or threaten corporal punishment to a child and must not use or threaten any punishment which could adversely affect a child's well-being. Providers must take all reasonable steps to ensure that corporal punishment is not



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given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided. Any early years provider who fails to meet these requirements commits an offence. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention⁵⁷ 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.

(footnote 57) Physical intervention is where practitioners use reasonable force to prevent children from injuring themselves or others or damaging property.

Physical behaviour strategies are appropriate for very young children to help them manage their behaviour and to keep them safe. For example, taking a child's hand if they're trying to hit another child, picking a toddler up who is trying to go out of a door. This type of strategy is used less frequently as children develop.

Any incidents of physical intervention, such as restraining a child from injuring themselves or others, as described by the EYFS will be communicated to parents.

Behaviour Strategies:

Behaviour strategies include positive reinforcement encouraging intrinsic reward of appropriate behaviour, and consequences of inappropriate behaviour. These strategies will be chosen from a selection according to the age, stage, development and temperament of each individual child. All staff members will be trained to follow these strategies which will be reviewed on an ongoing basis.

Strategies:

- Distraction
- Reminder of the rule / expectation
- Praise and privilege (such as being the leader of a line, being chosen to serve snack)
- Change of scene (eg inside to outside, busy space to calm space, or busy space to space alone)
- Time "in" / time to think - always with an adult. We do not use "time out" where a child sits alone unless this is part of a wider behaviour discussion where the adult dealing with the situation returns to the child to discuss and review what went wrong.
- Positive Home – Nursery communication either in person, or via the Family app
- Modelling of appropriate behaviour
- Awareness of child's emotional state and underlying reasons for behaviours



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- As a last resort, or in cases of immediate peril, a raised voice.
- A member of staff may restrain a child if they are Advanced Team Teach Trained.

There is always the option to pass a situation to another adult to deal with using these strategies as part of our work as a collaborative team. This must be done overtly between adults and not “assumed” that another adult will help calm, co-regulate, or diffuse a situation.

More senior colleagues will support all colleagues to follow the behaviour policy, including providing in the moment coaching and support, and taking on a child who needs additional support or co-regulation when another adult needs this help. This may include positively intervening in situations with more junior members of staff if you judge they need the additional support while also respecting their professional status.

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 modification plan we judge this to be appropriate. The manager will complete risk assessments identifying any potential triggers or warning signs ensuring other children’s and staff’s safety at all times.

Anti-bullying:

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated and sustained behaviour over a period of time that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately. However, we recognise that physical and verbal signs of aggression are part of children’s development in their early years and these behaviours are not a form of bullying.

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.

Physical or Rough Play:

Young children need to play in physical ways to learn a variety of things including social boundaries (including peer consent) and physical coordination (including understanding their own strength and awareness of other’s abilities).

Parent Concerns:

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.

Biting:

We understand that children may use certain behaviours such as biting as part of their development. Biting is a common behaviour that some young children go through and



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can be triggered when they do not have the words to communicate their anger, frustration or need.

Our procedures:

The nursery uses the following strategies to help prevent biting: sensory activities, biting rings, adequate resources and staff who recognise when children need more stimulation or quiet times. However, in the event of a child being bitten we use the following procedures. The most relevant staff member(s) will:

- Comfort any child who has been bitten and check for any visual injury. Administer any first aid where necessary. Complete an accident form and inform the parents via telephone if deemed appropriate. Continue to observe the bitten area for signs of infection. For confidentiality purposes we do not disclose the name of the child who has caused the bite to the parents
- 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 child who has been bitten sad. The child will be asked to say sorry if developmentally appropriate or helped to develop their empathy skills by giving the child who has been bitten a favourite book or comforter. Complete an incident form to share with the parents at the end of the child's session
- If a child continues to bite, carry out observations to try to distinguish a cause, e.g. tiredness or frustration
- Arrange for a meeting with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault
- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who has been bitten.

If a child or member of staff sustains a bite wound where the skin has been severely broken arrange for urgent medical attention after initial first aid has been carried out. In cases where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, e.g. in some cases of autism where a child doesn't have the communication skills, the nursery manager will carry out a risk assessment and may recommend immunisation with hepatitis B vaccine for all staff and children

Latest Review: April 2023