

Promoting Positive Behaviour Policy

At Green Roots we believe that children flourish best when they feel safe and secure and have their needs met by supportive practitioners who act as good role models, show them respect and value their individual personalities. Children are supported through co-regulation, where adults and children work together towards a common purpose, including finding ways to resolve upsets from stress in any domain and return to balance leading on to a path to self-regulation. 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.

We implement the early year's curriculum supporting children to develop their personal, social and emotional development. This involves helping children to understand their own feelings and others and beginning to regulate their behaviour. We support children to do this through working together with parents, having consistent approaches, structure, routine and age/stage appropriate boundaries appropriate to the emotional development of the child. We help build confidence and self-esteem by valuing all children and giving lots of praise and encouragement.

To promote positive behaviour is to be proactive, rather than re-active. Our aim is to support children in learning to control their actions and reactions appropriately. Self-control is not taught by giving rewards or punishment, where all the control is given to the adult.

Children have a natural curiosity to explore their surroundings and emotions. Restrictions on this development are kept to a minimum to allow for individual expression within accepted boundaries. We help children to understand feelings and emotions by providing resources and activities, time to discuss issues and calm areas where children can reflect and, perhaps, calm down after an incident. Throughout this developmental process, individual children will need different kinds of support, both socially and emotionally. We will strive to empower them to make positive choices (*which are more helpful than imposing sanctions*), and which will establish strong roots for their future.

Each child will have a Key person, who will work on developing a secure attachment, offering support and care, ensuring the child's physiological needs are met, and that the child feels safe and secure.

- We help support children of all ages in experiencing, recognising, naming and managing their feelings and to know it's alright to have feelings.

- We have boundaries and routines in place to give children a sense of security; we ensure we give advance notice of any changes.
- Throughout the day we offer a variety of activities, in which most are child initiated, in an environment in which all children can succeed. We will help to build the child's confidence and independence and recognise their individual achievements, reinforcing their sense of self achievement.
- Green Roots staff will promote positive behaviour at all times ensuring that they represent positive role models.
- Green Roots staff will remain calm; they will observe, reflect and try to understand why certain behaviour has occurred. They will be consistent and give specific praise, will have realistic expectations and sensitive to individual needs and development stage.
- Green Roots staff will use the following steps to help resolve conflict; 1. Approach quickly and calmly stopping any hurtful behaviour 2. Acknowledge feelings 3. Gather information 4. Restate the problem 5. Ask for ideas for solutions and choose one together 6. Give follow up support.
- Children will have their own time, space and opportunity to release their feelings in a non-destructive manner.
- Staff will always acknowledge that it is the behaviour that is unacceptable and not the child.
- Where age and stage appropriate, distraction methods will be used to manage potentially unacceptable behaviour.
- Children will be encouraged to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. They will be encouraged to respect others, demonstrate a caring attitude and recognise the difference between right and wrong.
- If developmentally appropriate, a child demonstrating unacceptable behaviour will be asked to apologise to the child/adult who has been hurt. We will ask the child what they could do to make the situation/child feel better. Taking this approach encourages the child to think about their actions and gives them the opportunity to make it better.
- A consistent approach to behaviour guidelines and the consequences applied is followed by all staff.
- Verbal labelling of children with such terms as naughty or disruptive will not be used and children's behaviour will not be a topic of discussion within the room.
- Corporal punishment such as smacking, shaking or slapping is unlawful and strictly forbidden and such action by a colleague will result in immediate disciplinary action. Our Safeguarding Policy may also be applied. Physical intervention by an adult may be required in emergency circumstances to prevent personal injury or serious damage to property.
- Withholding food as a form of behaviour sanction will not be used in any circumstance.
- Any child, who behaves inappropriately by physically abusing or verbally bullying another child or adult, may be temporarily removed from the group. This is usually done by engaging the child in another activity.

Consequences applied in the case of unacceptable behaviour will take into account the age and developmental stage of the individual child. It is important that team members and parent/guardian work together to establish common strategies for addressing unacceptable behaviour both at home and within the Nursery. Unacceptable behaviour may relate to physical and/ or verbal actions and also includes anti-social behaviour such as bullying.

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years.

On-going incidents of unacceptable behaviour cannot be allowed to continue and a meeting between the Key Person and parent will be held to discuss further action (see Behaviour Concern Procedure). In some cases this may include the involvement and support of other childcare professionals. In extreme circumstances the decision to remove a child on a temporary or a permanent basis may be taken. A decision to remove a child is only reached following consultations with team members and parent/guardian on the individual circumstances.

Team member's regularly observe the children and know their normal behaviour patterns; any significant change to previous patterns of behaviour and development will be noted and brought to the prompt attention of the Inclusion coordinator and child's parent/guardian.

Parent/guardians are asked to inform their child's Key person if any situations or changes at home may result in a change in the child's behaviour.

Details of all incidents relating to behavioural concerns and issues will be recorded in the Child's File, details of which will be shared with the child's parent.

At this stage, we may invoke the Behaviour Concern Procedure.

Mirroring Behaviour Management Strategies from Home

Occasionally parent/guardian request that we mirror strategies used at home such as "time out" or "the naughty step" or reward techniques. Where strategies conflict with our own policy e.g. "the naughty step", we would have to decline. If a child is presenting challenging behaviour at nursery at a level that has evoked action as per the Behaviour Concern Procedure and parent/guardian would like us to try additional strategies such as rewards, a meeting with the Manager, Parent/guardian & Inclusion Coordinator will be scheduled to consider if we can support this for a short period of time to try and break the behaviour pattern. A note will be put in the child's file to confirm the strategy has been agreed with the parent/guardian and their consent has been given.

Gun and Superhero Play Policy

We support all children's interests to further develop their play, learning and development, including the use of gun and superhero play, in line with the EYFS requirements and our policies. Children will often take part in gun and superhero to make sense of the world around them. They may develop this interest from:

- Watching their favourite movie or TV characters involved in physical battles with weapons
- Witnessing an older sibling or parent playing an online game with weapons
- The child's parent working with guns as part of their professional job role
- First-hand experience of witnessing or involvement in traumatic experiences.

The benefits of supporting gun and superhero play are:

- Supporting children to follow their interests
- Developing imagination
- Resolving conflicts
- Building self-esteem
- Language development
- Supporting emotional development by making sense of their experiences
- Developing physical skills.

We believe all children should be free to follow their play in a safe environment with adults who can positively support their play. We implement the following procedures to ensure that this type of play is appropriately supported:

- Ensure staff give the same positive praise for children engaged in gun and superhero play as they do for children engaged in other activities
- Engage with children and agree rules for gun and superhero play so everybody can play safely
- Allocate an agreed zone for this type of play so children who do not want to get involved can play undisturbed
- Use superhero play to tell stories
- Look at real life heroes who help the children. Talk about what makes somebody a hero. Create our own display of heroes in the children's lives
- Include action figures and capes (squares of material) in our continuous provision. Ask parents for donations of unwanted superhero costumes
- Talk about conflict resolution (age and stage appropriate) and different solutions for solving conflicts
- Be sensitive to the needs of children and families who may have experienced trauma, seeking the support of external professionals if needed.