



# Oscar Bears' Day Care

## Promoting Positive Behaviour Policy

At Oscar Bears' Day Care 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, showing them respect and valuing their individual personalities. The nursery actively promotes British values and encourages and praises positive, caring and polite behaviour at all times in 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. 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 regularly 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. (Golden Rules).

**The responsibility of promoting positive behaviour lies with all staff.**

Management and senior staff/room leaders continuously role model positive behaviours and language to the staff they work with and the children and families they care for, whilst reflecting on their teams practice and challenging staff where required.

Staff must liaise with the Special Education Needs Coordinator (SENCo) where children may need further support or there are concerns that the behaviour will have an impact on a child's education and care.

SENCo: Tawny Bremner

To support positive behaviour in our setting, we aim to:

- Recognise the individuality of all our children
- Provide a warm, responsive relationship where children feel respected, comforted and supported in times of stress, and confident that they are cared for at all times
- Understand that certain behaviours are a normal part of some young children's development e.g. biting
- Encourage self-regulation, 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
- Encourage parents, carers and other visitors to be positive role models
- 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



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- 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 appropriate
- Supporting and developing children's understanding of different feelings and emotions, self-regulation and empathy as appropriate to stage of development. This includes using strategies and naming and talking about feelings and ways to manage them

When a challenging behaviour occurs we:

- Remain calm whilst interacting with child/children involved.
- Staff will not raise their voices (other than to keep children safe).
- We decide how to handle a particular type of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done. All staff support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate. Instead of forcing an apology, we will focus on repair.

For example: Setting clear boundaries "hands are not for hitting" "How do you think that made \*name\* feel?" The word Sorry, means nothing to a child without learning to empathize.

- During staff supervisions, staff reflect on their own responses towards challenging behaviours to ensure that their reactions are appropriate.
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with inappropriate behaviour in nursery at the time. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between their home and the nursery. In some cases we may request additional advice and support from other professionals.
- We never use or threaten to use physical punishment/corporal punishment such as smacking or shaking.
- We only use physical intervention for the purpose of averting immediate danger or personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day.
- We do not single out children or humiliate them in any way. Where children use unacceptable behaviour they will, wherever possible, be re-directed to alternative



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activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity.

- We support children in developing non-aggressive strategies to enable them to express their feelings.
- We keep confidential records on any inappropriate behaviour that has taken place. We inform parents and ask them to read and sign any incidents concerning their child.
- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs.
- Through partnership with parents and formal observations (STAR 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 plan where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. In these instances we may remove a child from an area until they have calmed down.

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 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.

## Gaslighting

Gaslighting means a form of psychological manipulation and abuse in which the perpetrator makes someone question and doubt their own perceptions, memory, judgement and sanity.

This can be filtered down in simpler forms towards children but still with results of a child left with feelings of confusion and lack of support for their emotional wellbeing and development, even though their care giver didn't necessarily mean to cause any harm.

Examples of gaslighting phrases towards children:

"you're not upset, you're fine"

"you're not making any sense"

"you're overreacting"

Instead, it is important to look further into the child's language, actions, or cause of outburst/emotion, by offering comfort, kind conversation or distraction (age and stage dependant to each individual child).

## Anti-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



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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.

We recognise that children need their own time and space and that it is not always appropriate to expect a child to share. We believe it is important to acknowledge each child's feelings and to help them understand how others might be feeling.

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.

At our nursery, staff follow the procedure below to enable them to deal with challenging behaviour:

- Staff are encouraged to ensure that all children feel safe, happy and secure.
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way.
- Children are helped to understand that using aggression, to get things, is inappropriate and they will be encouraged to resolve problems in other ways.
- Our staff will intervene when they think a child is being bullied, however mild or harmless it may seem.
- Staff will initiate games and activities with children when they feel play has become aggressive, both indoors or out.
- Staff will sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour.
- We will ensure that this policy is available for staff and parents and it will be actively publicised at least once a year to parents and staff.
- 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.

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.

## Biting

It is recognised that biting may be a stage of development in many children (although some may never bite). Children may bite due to teething, exploration, asserting themselves or for cause and effect. Oscar Bears Day Care provides teether's (and ask parents to provide the child's usual gel/granules), plenty of sensory toys and toys and activities that allow children to explore cause



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and effect in positive ways. If biting does occur the child who has been bitten will be reassured and a qualified first aider will provide any medical assistance.

The child who has bitten will be told in a clear and calm voice that biting is not kind. Parents of the biter and bitten will both be informed, in line with our confidentially procedure neither parent will be given the children's name. Further intervention such as the child being moved away from the activity or distracted may be needed if identified with the parents that this may deter the behavior in future.

We recognise that it is distressing for the parent to hear that their child has been bitten, but also recognise that biting is a normal stage of development and may happen even with strategies in place. We will support parents with any concerns that they may have about the incident.

Both accident and incident forms will be completed and signed by the parent.

Written by: Tawny Bremner

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