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## **Promoting Positive Behaviour Policy**

### **Purpose of Policy**

- To promote positive behaviour, helping children's social development and emotional wellbeing.
- To ensure that all children feel safe and secure in the nursery.
- For all staff to have consistent expectations and approaches to children's behaviour – however adapting to individual needs e.g. Special Educational Needs.
- To enable staff to support children to behave appropriately.
- To help children develop an awareness of our expectations and know/learn how to behave appropriately.
- For parents to know there is a consistent and fair approach. For parents and the setting to share best practice strategies and support so it is consistent for the child.

### **A strong network of relationships**

We work consistently to ensure that each child has a strong relationship with their key practitioner. In turn the key practitioner can help the child develop a wider network of relationships with other children and the wider staff team. Warm, caring, emotionally attuned relationships set a very positive climate for children's social and emotional development and help to promote good behaviour.

### **Key practitioner will:**

- Work closely with each key child, offering a home visit and using our settling-in procedure, to help each child feel safe, secure, valued, and feel that someone knows about them as a unique child.
- Be aware of and seek out children who don't approach them.
- Relate positively to each key child every day.
- Make time to listen to and take an interest in each child every day.

## **All staff will:**

- Strive to be “emotionally attuned” to children, valuing and accepting their emotions e.g. “I can see you’re sad about that, shall I help you for a moment” rather than “don’t cry, you’re a big girl now”.
- Praise good behaviour
- Praise good efforts
- Show disapproval of the behaviour, not the child e.g. “That was an unkind thing to do” not “You unkind child”.
- Model how to deal with and sort out difficult situations.
- Show empathy towards children and each other e.g. “I understand you feel..... but .....” “How are you feeling?”
- Demonstrate friendly behaviour to the children and other staff members.

## **How Staff Deal with Conflict**

Experiencing and managing conflict is an important part of growing up and early education. Our aim is to help children to learn the skills they need to manage conflicts, through guidance and modelling.

- Encourage children to be assertive and to say/sign “no” clearly, say “I don’t like that”, etc.
- Where a child appropriately asserts “no” and the other child responds, it is not usually necessary for an adult to get involved. Staff to positively promote self-resolutions during conflicts.
- Think developmentally: if a child is at an early stage of development, then sharing resources will be very challenging. Ways to support include making sure that we have enough resources for everyone; setting up experiences for 2 or 3 children, to avoid large groups crowding round; model language/approaches like “me next”; “can I have a turn”; “you can have it next, when I’ve finished”.
- Model sharing and learning. Show children that we actively listen to the ideas, needs and wants of others. Show simple approaches to sharing like “I’ll do one, you do the next.” Support and promote open-ended experiences that promote collaboration, e.g. block play
- Listen to both children.
- Encourage children to say how they feel (“it hurt” ... “I’m sad” etc.)
- Ask the children how they could solve the problem and try to find a solution based on their ideas. If necessary, impose a solution and explain why.
- If a child has hurt another, ask them to find a way to help the other child feel better. This could involve them giving a high five, cuddle or asking if they are okay or agreeing to be friends.
- If a child has been hurt or is distressed, then initially focus attention on that child rather.
- Deal with the behaviour of the other child next.
- If necessary, state a clear boundary. “Remember, no hitting in nursery.”
- If necessary, move one child away from the other’s play.
- It is important to spend time settling the children back into positive play – don’t deal with an incident and walk away too soon.
- Where possible, notice positive behaviour shortly afterwards and praise it. “I can see you are playing nicely now, that’s good to see you sharing.”

Experienced staff play a key role in helping with incidents where children are at early stages of learning English.

## **Involving parents**

It is important to involve parents because:

- They know their own children best. They may be able to help us to understand why their child is finding a particular situation difficult, and help us to manage it.

- Parents need a clear picture of how their child is managing in nursery. It is important to talk to parents about difficulties their child might have, but be clear that the reason is to share information, and not because we want them to tell their child off again, or because we are blaming them.
- We offer individual tailored behaviour management support to parents .

It is a core responsibility of the nursery to ensure that children are safe and secure. Challenging behaviour and difficulties with social situations are an ordinary part of child development – our job is to help children work some of these problems through in a supportive atmosphere, where there are clear boundaries, so that they develop positive attitudes to each other and to learning.

The majority of our work is around helping children's social development and supporting their emotional wellbeing. We want children to be strong, connected to other children and to adults, and to be self-motivated and self-regulating.

Sometimes children may present with severely challenging behaviour and may seek to hurt other children regularly. It is very important that steps are taken quickly, with the involvement of the SENCO and wider services, to help children with this level of difficulty, and to ensure that other children are kept safe. Where a child is hurting other children, there needs to be a specific plan for that child and an agreed set of strategies which are understood and acted on consistently by all nursery staff. Parents to support the setting e.g. proving a chew chew for biting.

We are an inclusive nursery and we will work positively with every child and every family.

## **Restraining children**

With a very young age-group of children, physical holding and guidance are often needed, e.g. when a small child is very angry and about to hit out at other children. We judge that an incident is 'physical restraint' if the child has to be fully restrained from movement for more than a few seconds in order to keep the child or other children safe.

If a child's behaviour results in a need for restraint, as defined above, then there will be a specific plan to manage behaviour and set clear boundaries. This plan will be drawn up by the setting SENCO, key practitioner and working with wider services as required, and with the involvement of the child's parents. This plan will outline when restraint is needed and how it is to be implemented. All instances of restraint will be recorded by the setting SENCO and the information will be shared with the parents.

This policy was amended at a meeting of the Welbourne Academy Nursery Management Group  
14.12.2023