



Positive Behaviour Policy

Our Aims:

At Belinay ELC, we aim to enable all children to develop confidence, self-esteem, and a positive attitude towards their own learning and towards others.

It is important to promote a culture of positive behaviour management to prevent negative situations from developing further. We aim to ensure that all staff work in an environment where there is mutual respect, and where there is a good understanding of the developmental needs of all children. We believe in working closely with parents/carers, to enable a consistent approach to behaviour management.

Our Beliefs about children's behaviour:

We believe that behaviour is learnt, we can therefore teach children to be kind through staff acting as positive role models for children.

Our Environment:

To achieve our aims, we will:

- Provide an age-appropriate environment with stimulating activities, using observations in our planning.
- Ensure that the environment is safe, attractive, welcoming, inviting, and include activities for children that focus on their interests and their choices.
- Encourage good communication between staff to ensure the smooth running of sessions.

Adults:

Adults are expected to always be positive role models to children, i.e., demonstrate turn taking and sharing and other general positive social skills. Positive and open communication defines the way that the BELC staff members communicate with each other and with children in our care at the setting.

The ELC aims to promote positive behaviour throughout the service provision. We encourage cooperation, consideration, and good manners, all of which link-in to how we promote UAE national Values for strong citizenship.

BELC's philosophy is that for children to thrive, they need to feel appreciated, safe, secure and understand clear boundaries. Each child is valued as an individual and respected by all our employees. We practice and promote positive, considerate, and respectful behaviour; staff are

encouraged to regularly use praise and positive reinforcements to ensure that children gain a sense of their own value and self-worth.

The ELC sets clear boundaries to help children to identify acceptable and unacceptable behaviour.

To support and implement these boundaries to the children we have 'ELC promises' which are seen across the whole setting. Our promises are as follows:

- To be kind and gentle to each other
- To share and take turns
- To listen to each other
- To take care of our books and toys
- To use our walking feet indoors.

The children are encouraged to listen to and follow these rules consistently across the setting and are referred to regularly to ensure all children are familiar with the promises.

The ELC aims to:

- Identify and value the unique characteristics of all children and promote their individuality.
- Promote self-control in all children and encourage caring relationships where children are considerate of each other and their environment.
- Provide a variety of group activities to foster the development of social skills, relationships, and a positive sense of self. Examples of positive behavior will be identified and praised.
- Value and practice a collaborative working relationship with parents/carers.
- Demonstrate value and respect for children behaving positively, whilst understanding that some anti-social behavior is common in young children, e.g., biting and grabbing.
- Take individual responsibility for promoting positive behavior in all the children.
- Implement a key person system, encouraging employees to develop positive relationships with children and their families.

The ELC manager has the overall responsibility for supporting personal, social and emotional development, including issues concerning behavior. As part of this responsibility, the management team will do the following:

- Keep themselves up to date with legislation, research and thinking on promoting positive behavior.
- Keep policies and procedures in line with government and industry best practice recommendations.
- We appreciate that there are differences in acceptable behavior between families and cultures and the ELC is respectful of this whilst promoting a consistent code of conduct within the setting.
- We require all representatives of the day nursery to be good role models for children as we treat each other with care, courtesy, and respect.
- Although in the first instance, behavioral management issues are dealt with in-house within the setting, when appropriate, outside agencies are also referred, to ensure expert advice is sought and implemented. The nursery ensures that all relevant parties such as parents/carers, other professionals are involved in the process as appropriate.
- The nursery ensures that key members of staff attend relevant training on behavioral management and that any relevant information is disseminated throughout the setting.
- The ELC aims to work together with parents/carers to develop shared practices relating to behavior management and to ensure there is consistency between home and the setting.
- Our staffs are trained to be able to identify and consider typical behaviors that may influence a child, such as communication needs, English as an additional language, home/cultural influences, schemas, anxiety, and well-being etc.

Managing unacceptable behaviour:

- All staff members and volunteers use positive strategies for handling any inappropriate behavior by helping children to find solutions in ways which are appropriate for the child's age and stage of development. For example, acknowledgment of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so they can learn a more appropriate response in the future.
- We offer a wide range of stimulating activities and resources to ensure the children are meaningfully occupied without the need for conflict, over-sharing and waiting for turns. We also ensure there are appropriate numbers of resources available where needed.
- Staff will always try to divert children's attention positively before conflict occurs. If there is conflict, or unacceptable behavior does occur, the child will not be

humiliated or isolated, and staff are mindful of the child's individual circumstances, their level of development and any other contributing factors.

- The ELC encourages children to develop skills that allow them to communicate, negotiate and influence those around them in a positive manner. We encourage children to understand their own and others' feelings.
- Often children display unwanted behavior to gain attention from an adult – where possible and appropriate such behaviors will be ignored. Instead, the staff will focus and praise all the wanted behaviors to encourage the child to change their behavior to gain the positive response and praise.
- If a child is hurt in a conflict, a member of staff will immediately comfort the child who has been upset/hurt. A staff member (usually the staff member that witnessed the incident) will talk to the child that hurt a peer to discuss why they have displayed such behavior. The staff member will encourage the child to decide on how they will resolve the conflict. Interventions may include talking through a child's behavior, discussing how their actions have made us and other children feel and considering what we might do to make our friends feel better.
- The word sorry is not emphasized as being important however we focus on showing them how to solve the problem and role model ways of showing an apology.
- The setting's staff do not use any form of physical punishment as a method of dealing with unacceptable behavior, nor do they raise their voices inappropriately. There may be times when nursery staff need to implement the restraining procedure in case the child is in some form of danger.
- A child is never isolated as a form of punishment.
- If a child demonstrates anti-social or unacceptable behavior such as physical abuse or destruction, this is addressed by the ELC staff and dealt with appropriately in compliance with the setting's policies and procedures.
- If a child sustains any physical injury or is distressed through another child's behavior, all parents/carers are informed. The incident will be recorded in an Incident Report. Both sets of parents/carers will be informed of the incident in a sensitive and supportive way. We will respect confidentiality and the names of the children will not be shared with the parents.
- The nursery recognizes the importance of strong partnership with parents/carers and involves parents/carers when there is any behavioral concern.
- Any Targeted Interventions are devised and implemented in partnership with parents. All information is treated in confidence and any concerns handled

sensitively.

- Staff seek opportunities to defuse situations and plan activities, allowing children to release their feelings in an acceptable way. We understand that children can need time and space on their own to calm down or play independently.
- Where necessary a risk assessment may be completed to ensure the safety of the children and the staff, when a child displays repeated aggressive behaviors.
- The ELC endeavors to develop positive behavior in children and takes into consideration the individual needs of each child.
- All staff members and volunteers have a duty of care to report any concerns with how behavior is managed within the setting to a member of management without delay.

Managing conflict:

Our approach to managing conflict/disputes between children is taken from The High Scope Approach to Behaviour. This is an approach based on 6 simple steps to mediate and resolve conflicts. We train our staff to not solely focus on these 6 steps but to remember these simple tips to managing conflicts:

- Approach the situation calmly – don't shout and avoid using the word 'no'.
- Actively listen to all the children involved – repeat back what the children have told you.
- Discuss how the children are feeling.
- Ask the children for a solution – younger children may need support initially.
- Praise the children for their cooperation.

Adults often underestimate the capacity of young children to find solutions to their problems, but they are capable of quick, honest expressions of feeling and without support they can often come up with simple way in which to solve their own problems. This approach to conflict helps to build children's confidence, self-esteem, and resilience.

Rough and tumble play:

Young children often engage in pretend superhero or weapon play which can at times become aggressive or unwanted. We regard this kind of play as normal for young children and acceptable within limits such as:

- the staff member will agree strategies and boundaries to contain the play which are agreed with and understood by the children for example it might be agreed by all that the sticks the children are using as swords may be used however, they should

not be making any contact with the sticks to avoid anyone getting hurt.

- We recognize that fantasy play also contains many violently dramatic strategies such as blowing, shooting etc., and often themes refer to 'baddies and goodies' which we use as opportunities for us to explore with the children's concepts of right from wrong.
- We also use this play to tune in to the content of the play, perhaps we suggest alternative strategies for heroes making the most of teachable moments to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

We take hurtful behaviour very seriously. Young children 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'. This kind of behaviour in children under 5 is often momentary, spontaneous, and often without regard or intention to purposefully hurt that child. If children are displaying these behaviours, they will be managed as stated above.

Bullying:

Our approach to bullying is the same as the approach to any other unacceptable behaviour, i.e., we will give the child a clear explanation of why we feel what he/she is doing is wrong. Discussion will take place with all children involved and this will also include parent/carers.

Special Education Needs:

If a child has special educational needs and there are behavioural issues, we will work closely with parents/carers. The Nursery SENCO will come up with strategies to help the key person to manage a child's behaviour positively in such a situation.