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| Policy/Procedure Title | APN003 Achieving Positive Behaviour Policy | |
| Review Cycle (<i>*Delete as appropriate</i>) | Biennial | |
| Responsible Department | Science & Public Sector Services – Applewood Nursery | |
| Procedure *Owner (<i>*Overall responsibility</i>) | Head of Faculty – Science & Public Sector Services | |
| Responsible *Person (<i>if different to above</i>) <i>*responsibility for communicating changes and staff training where appropriate</i> | Nursery Manager | |
| Types of provision this procedure applies to: (<i>delete as appropriate</i>) | Support Department | |
| Revision Record | | |
| Rev. No. | Date of Issue | Details and purpose of Revision: |
| 0 | September 2020 | New Procedure |
| 1 | February 2026 | Update and Review |
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Equality Impact Assessment

Whenever a policy is reviewed or changed, its impact assessment also must be updated. The Equality Act 2010 seeks to simplify discrimination law and introduced statutory duties to promote equality whereby The College of West Anglia must, in the exercise of its functions, pay due regard to the need to promote equality in relation to the protected characteristics.

Could any staff or students be adversely impacted by this policy/process? If yes give details and how this will be mitigated:

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| Date: | Action and Monitoring: |
| 20.2.26 | Review and update of policy |
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E, D & I Statement

This procedure has been reviewed in line with the Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual Orientation and Disability. We will continue to monitor this procedure to ensure that it allows equal access and does not discriminate against any individual or group of people.

Contents

| | |
|--|---|
| 1 Purpose..... | 3 |
| 2 Scope..... | 3 |
| 3 Actions and Responsibilities..... | 3 |
| 4 Strategies Applewood Nursery Use for Behaviour Management..... | 3 |
| 5 Associate Documents..... | 5 |

1 Purpose

Applewood Nursery believes that children achieve and engage best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. All adults will support the development of positive behaviour.

Applewood provides a wide range of engaging activities suitable for the age and stage of development of the children. This encourages positive enjoyment and appropriate behaviour through play.

2 Scope

To define how positive behaviour is encouraged and achieved within Applewood Nursery.

3 Actions and Responsibilities

The Applewood Nursery Manager and senior staff – room leaders, are the people who have the overall responsibility for behaviour management for supporting personal, social and emotional development, including issues concerning behaviour.

We require the named people to:

- Keep up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
- Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development.
- Attend training around behaviour management.

We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting. We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy. We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.

We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address inappropriate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

4 Strategies Applewood Nursery Use for Behaviour Management

- We require all staff, volunteers and students to use positive strategies for handling any inappropriate or unwanted behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We positively notice kind behaviours such as a willingness to share or help to tidy up. We support each child in developing self-esteem, confidence and feelings of competence. We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.

- We avoid creating situations in which children receive adult attention only in negative situations ie addressing inappropriate behaviour. We do this by using positive language and ignore unwanted behaviours as long as no one is at harm.
- We never send children out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group and we never use physical punishment or threatened physical punishment. We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property. This will only be used in an emergency and a meeting will take place with the child's parents or carer on the same day explaining the details of the event, completing the restraint form detailing what action was taken and by whom and the names of witnesses. This is brought to the attention of the Nursery Manager and forms are filed the child's personal file.
- We also use guiding which is done with the inside of an adult's hand, guiding children away from an incident. Staff using this technique will have attended the Norfolk Step On Training.
- In cases of misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inappropriate behaviour.
- Young children often engage in play that has aggressive themes – such as superhero and weapon play. Some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inappropriate at times and may need addressing.
- We support social skills; modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them. We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.

Staff are aware of support networks and systems available for supporting children who need support with their behaviour. Staff work in partnership with parents and the Special Educational Needs Co-ordinator, for advice on behaviour which may cause concerns, with the consent from the parent, Early Years Advisor and Norfolk Steps.

For a child's behaviour which has become increasingly difficult to manage a behaviour management plan, including roots and fruits, anxiety mapping and individual tick sheets naming positive and negative behaviours will be written up.

This will involve the child's key person, the room leader, the child's parents and the SENCO. The idea of the plan is to identify the child's triggers so we can stop the child's behaviour before it becomes aggressive. We also complete a behaviour risk assessment to understand the severity of the child's behaviour. These forms are all kept in the behaviour management folder in the office.

If a child's behaviour continues and it is no longer safe for the child to be at Nursery, we may have to reduce the child's hours at Applewood Nursery until we have sought further advice and guidance on how best to support the child.

5 Associate Documents

SEND Policy
Equality of opportunity Policy
Safeguarding and Child Protection Policy