



## **ABERDEEN PARK NURSERY**

Childhood  
Not just childcare

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### **PROMOTING POSITIVE BEHAVIOUR POLICY**

APN is committed to establish a learning environment that promotes positive relationships and behaviour where children and adults treat each other with due care and respect. We have an inclusive setting that supports all children to learn to take increasing responsibility for themselves and their actions as well as learning to consider the welfare and wellbeing of others.

#### **Designated person,**

**Soula Kanna** is our named person who has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour.

#### **Her responsibilities are to:**

- Advise and support other staff on behaviour issues.
- 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.
- Support changes to policies and procedure in the setting.
- Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development.
- Attend relevant training events and ensure that all staff attend relevant in-house or external training for managing behaviour.

**APN** believes that all children, staff and parents are entitled to be in an environment in which they feel safe, cared for and free from bullying as well as children having the entitlement to consistent support from staff in all areas of promoting positive behaviour and behaviour management.

**We therefore:**

- 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.
- Require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care, respect and courtesy.
- Familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- 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 recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.
- Always address the behaviour not the child.

**One of the biggest challenges we face can be dealing with children's behaviour in a way that has a positive impact on them, is not detrimental to their self esteem, and enables them to make realistic changes.**

At APN we actively work towards improving children's self-esteem and behaviour by using **reflective language**.

Practitioners use **Reflective language** as a "subtle" way of providing positive messages to a child and an opportunity to tentatively explore what may be happening for them. It conveys to the child that we are seeing them, trying to understand them and that we are acknowledging any feelings they may be experiencing.

E.g. *"I can see it's very hard for you to listen to other people and wait for your turn to talk, but I can help you to practice that and you will always have your time to talk"*.

Or

*"I could see that it was hard for you not to talk when we were listening to X, but you did really well at waiting until it was your turn"*.

Reflective language also provides an opportunity to tentatively explore what may be happening for a child for example: *"It can be frustrating when we get things wrong"* to a child that has been struggling to do something or has made a mistake.

Ultimately, reflective language, clearly communicates to a child: "I see you; I hear you, I am trying to understand you" and enables them to feel seen, heard, valued and understood. It validates and acknowledges the child's experiences and feelings along with building confidence, self-esteem and self-worth.

By using reflective language, instead of reprimanding children, we are acknowledging and validating the child's feelings and experiences. At APN we believe that when a child's behaviour is explored in a gentle and reassuring way by using reflective language, it provides them with an opportunity to begin to acknowledge their own mistakes and gradually learn to start taking responsibility for their actions.

We have established routines that the children are familiar with such as, story time, mealtimes, tidying up and going out/coming in.

We prompt children to follow the rules and eventually reduce these prompts over time.

We also know that children learn by example and we believe in modeling positive behaviour at all times.

Always address the behaviour **not** the child.

**If behavior becomes challenging, we will:**

- Stay calm.
- Handle issues of behavior taking into account the child's stage of development and level of understanding.
- Remove the child from the activity or group and/or if appropriate staff to refocus/re-direct the child's attention on another activity and then praise accordingly.
- Give the child 'time out' to calm down and think about his/her actions.
- Reassure the rest of the group.
- If challenging behaviour continues, or staff are concerned the key person will make an appointment to speak with the parents/carers to discuss a strategy to support the child. This may take the form of an individual behavioural action plan.

**Children under three years**

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

- If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.
- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

We at APN know that to be successful in promoting positive behaviour in the nursery we must work in partnership with parents/carers.

Parents will be invited to contact the nursery if they have any concerns or worries relating to their children in the area of personal, social and emotional development.

Notes:

**A.P.N reserves the right, in the unlikely event, to give notice if the relationship between the nursery and the child, or parent/carers is not conducive to the child's development and best interest but we will do our best to ensure that we work to our best for the benefit of the child.**

Aberdeen Park Nursery will not tolerate from anyone physical or verbal abuse/aggression towards our children, staff or any other person on the premises.

**Anyone behaving this way will be asked to leave the premises immediately and they will be given notice and their place withdrawn.**

Aberdeen Park also has the right to refuse entry onto the premises anyone they feel is a threat to the nursery. If necessary, the police will be called.

The staff at Aberdeen Park is here to help and support you and your child and they expect and have the right to be treated fairly and with respect.

APN will keep this policy under review and will amend or change the policy in the light of any feedback gained through ongoing monitoring and evaluation.

We will aim to review the policy annually.