

*\* For the purpose of this publication the term 'parents' will be used to describe all types of primary caregivers, such as biological and adoptive parents, foster carers and guardians.*

The Statutory Framework for the EYFS (2024) states that:

"Providers must take all necessary steps to keep children safe and well. The requirements ...explain what early years providers must do to:

- Safeguard children.
- Ensure the adults who have contact with children are suitable.
- Promote good health.
- Support and understand behaviour.
- Maintain records, policies, and procedures"

At Cygnets Pre-School children have their needs met by our skilled and supportive practitioners who act as good role models, show them respect and value their individuality. Adults work with the children helping them to understand their emotions and to find strategies to learn how to self-regulate. The setting actively promotes British Values in all aspects of our work and celebrates positive behaviour traits like being kind, caring and respectful of others, the setting environment and themselves.

That all children feel safe, happy, and secure

One of the areas of learning of the EYFS is Personal Social and Emotional Development (PSED). This involves helping children to understand their own feelings and those of others and beginning to regulate their own behaviour. We work together with parents\* to support their child by offering consistency in our approach, structure, routine, and age/stage appropriate boundaries. We aim to build confidence and self-esteem in all children by ensuring they feel valued through praise and encouragement.

#### **Aims:**

- To recognise the unique child and celebrate diversity.
- That all children feel safe, happy, and secure
- To offer a caring and respectful environment where children are supported emotionally when required and are confident that staff will meet their needs
- We realise that some children may exhibit certain behaviours that can be a part of their natural development e.g. biting
- To encourage respect for ourselves, each other, our surroundings, and resources
- To provide a varied curriculum and encourage children to participate in group activities to enhance their social skills
- We will be positive role models for children and encourage all adults in contact with the child to do the same.
- To have strong parent partnerships with effective communication
- To always show the children we value and respect them by listening to them and praising positive attitudes and kindness.
- To ensure compliance with this policy
- To give children the skills to deal with conflict peacefully and to promote non-violent behaviour
- For the key person to build a strong and positive relationship with children and their families

- To provide resources and opportunities to help children learn about accepted behaviours and to contribute to discussions that are age/stage appropriate
- To develop children's understanding of their own feelings and those of others, by naming and talking about them, and to support children to learn to self-regulate by developing strategies to do this.
- We have a named person who has overall responsibility for promoting positive behaviour and behaviour support.

**The named person is Anne Skeen . It is their role to:**

- Advise and support other staff on any behaviour concerns
- Keep informed about updates to regulations and new strategies or research from experts in the field
- Liaise with the setting's Special Educational Needs & Disabilities Co-ordinator (SENDCo) where a child requires further support, or there are concerns about the impact of the behaviour on a child's education and care
- Inform changes to policies and procedures in the setting
- Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. Keep a record of staff attendance at this training.

We ensure children become aware of the routines and behavioural expectations of the setting as they settle with us.

Children who are displaying distressed/challenging behaviour, for example, by physically abusing another child or adult e.g. biting, or through verbal bullying, are helped to talk through their feelings and actions through co-regulation before thinking about the situation and apologise where appropriate. We make sure that the child who has been upset is comforted. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child or their feelings.

#### **How we promote positive behaviour**

- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs
- We never use or threaten to use physical punishment or corporal punishment such as smacking or shaking or use or threaten any punishment that could adversely affect a child's well being
- We only use physical intervention (where practitioners may use reasonable force to prevent children from injuring themselves or others or damaging property) 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, or as reasonably practicable
- We recognise that there may be occasions where a child is displaying challenging or distressed behaviour and may need individual techniques to restrain them to prevent a child from injuring themselves or others. This will only be carried out by staff who have been appropriately trained to do so. Any restraints will only be done following recommended guidance and training and only with a signed agreement from parents on when to use it. We will complete an incident form following any restraints used and notify the parents
- We do not single out children or humiliate them in any way. Where children are displaying challenging behaviour, they will, wherever possible, be distracted and re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity
- Staff do not raise their voices (other than to keep children safe)
- We develop a range of strategies in line with different ages/stages of development and contexts to support behaviour. This may involve asking the child to talk and think about what he/she has done.

- We support children to develop their understanding of empathy and therefore, children will only be asked to apologise if their understanding is at the appropriate age/stage.
- We are constantly reviewing staff practice to ensure reactions/procedures are appropriate
- We challenge unwanted behaviour immediately and will inform parents if their child's behaviour is unkind to others or if their child has been hurt or upset. This information is recorded, signed by parents, and stored confidentially. We will talk with parents to try to develop strategies to combat the unwanted behaviour so that we can all work together to help the child. We may, occasionally, request additional advice and support from other professionals.
- We help and encourage children to develop strategies to self-regulate their feelings and emotions without aggression.
- A behaviour plan may be initiated if consistent aggressive behaviour has been observed over time and discussed with parents, and initial strategies have been unsuccessful. These plans will always be written in partnership with the parents. The plan will include a risk assessment identifying triggers, or early warning signs that the unacceptable behaviour is about to occur and will aim to ensure the safety of both staff and children.
- Punishments such as time out, naughty chair and labelling children as 'Naughty' are not used here. However, children may be asked to sit with an adult for a short time so they can chat about emotions and appropriate behaviour or may be removed from the activity and distracted by an adult.
- We understand that children sometimes need their own space and that it is not always appropriate to expect a child to share. We help children to solve conflicts without aggression by embedding talking about our emotions and feelings, and those of others around us, in every aspect of the setting.
- While staff understand that active physical aggression in the early years is part of the child's development, they will channel it in a more positive way by initiating games and activities with children when they feel play has become overly boisterous or aggressive, both indoors and outdoors.

We will ensure that this policy is available for staff and parents, and it will be shared annually with parents and staff to review and update the policy and procedure as required.

If parents have a concern about their child's behaviour, they should chat to the child's key worker or the designated person. By working together, we can make sure the child's emotional needs are met both at home and in the setting and that the behaviour is consistently challenged and use of strategies encouraged. All concerns raised will be treated with confidence.

**Anti-bullying** – please refer to our **Dealing with Discriminatory Behaviour Policy** too.

Bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. Children are encouraged to recognise that certain actions are right and that others are wrong. Bullying takes many forms:

- physical,
- verbal
- emotional

but it will always be a repeated behaviour that makes other people feel uncomfortable or threatened. Any form of bullying is unacceptable and will be dealt with immediately in line with the procedures above. Staff will always intervene when they think a child is being bullied, no matter how mild or harmless it may seem, and discuss such instances with the parents of both the victim and the perpetrator in a sensitive manner.

If a child bullies another child or children:

- we step in immediately to stop another child being harmed

- we talk to the child who is bullying others about why his/her behaviour is inappropriate
- we help the child who is bullying others to see how they have made others feel and to say sorry if it is age/stage appropriate.
- we make sure that acceptable behaviour is always celebrated and praised
- we do not label children who bully;
- when children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour; and
- when children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

By positively promoting positive behaviour, valuing co-operation, and encouraging caring attitudes, we strive to ensure that children develop a positive sense of self, have confidence in their own abilities, make good friendships, co-operate and resolve conflicts without aggression.

### **Biting Policy**

Young children may use certain behaviours, such as biting:

- To communicate their feelings and needs
- To help them make sense of the world around them, and
- To manage interactions with others.
- To communicate their anger, frustration or need if they do not have the words.
- To fulfil an oral stimulation need, such as during periods of teething or developmental exploration
- Because of a Special Educational Need and/or Disability.

Despite the reasons for a child biting, the consequences are frightening and painful for the child being bitten and distressing for both sets of parents. We use strategies to try to prevent and pre-empt biting incidents:

- Each child receives positive attention either as one-to-one or in small group times throughout the day.
- We have quiet/cosy areas for children who are feeling overwhelmed or distressed
- We talk about emotions and feelings using activities and stories (sometimes with puppets and props) that help support children to recognise feelings and empathise with characters and events
- We supply additional resources for children who have oral stimulation needs, such as, biting rings
- By observing the children trained staff can tell when a child may need a little more attention or is feeling overwhelmed, and step in to meet the needs of that child
- We provide more than one of popular resources, if possible, so that sharing is at a minimum and conflict is reduced
- Every child is treated as an individual and it will therefore be necessary to implement different strategies depending on the needs of the child who is biting. we work in partnership with families to support the children's individual needs.

If a child is bitten, we will:

- Comfort the injured child and administer paediatric first aid on any visible wound. An incident form is completed once the child is settled. If appropriate the parents will be informed immediately, otherwise the parent will be informed and asked to sign the incident form at the end of the day. Staff will monitor the child/wound for any adverse effects. We never disclose the name of the child who has bitten to the other child's parents.

- Talk to the child who has caused the bite with language they will understand, reminding them that biting is unkind and unacceptable. We show how their actions made the other child, who has been bitten, sad.
- Ask the child who has bitten what they can do to make the other child feel better (this could be fetching them a toy or sharing toys with them, a rub on the back etc.)
- Carry out observations to determine a pattern or cause if biting continues, like tiredness or frustration.
- Meet with parents to develop a plan to prevent the biting continuing. We reassure parents that biting can be part of a child's development
- We will arrange for urgent medical attention after initial first aid has been carried out, if a child or member of staff sustains a bite wound where the skin has been severely broken.

In cases where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting (e.g., some cases of autism where a child doesn't have the communication skills) a risk assessment will be carried out and in extreme cases, may recommend immunisation with hepatitis B vaccine for all staff and children.

We will ensure that this policy is available for staff and parents, and it will be shared annually with parents and staff to review and update the policy and procedure as required.

This policy was adopted on	Signed on behalf of the nursery	Date for review
21 <sup>st</sup> November 2024		21 <sup>st</sup> November 2025