Sticky Fingers Pre-School
Abbas and Templecombe Church School,
School Lane, Templecombe, Somerset, BA8 0HP.
Telephone no. 07742895967 / Email manager@stickyfingerspreschool.org
Registered Charity no. 1029754 / www.stickyfingerspreschool.org

2 - Promoting Positive Behaviour Policy

At Sticky Fingers Preschool we believe that children flourish best when they feel safe and secure and have their needs met by supportive practitioners who act as good role models, show them respect and value their individual personalities.

Children are supported through co-regulation, where adults and children work together to find ways to resolve upsets from stress in any situation and help children to begin to self-regulate.

The preschool actively promotes British values. We encourage and praise positive behaviour such as, caring and being polite at all times. We provide an environment where children learn to respect themselves. Early year's curriculum supports children to develop their personal, social and emotional development. This involves helping children to understand their own feelings and others and beginning to regulate their behaviour. We support children to do this through working together with parents, having consistent approaches, structure, routine and age/stage appropriate boundaries.

We help build confidence and self-esteem by valuing all children and giving lots of specific praise and encouragement.

To support positive behaviour in our setting, we aim to:

• Recognise the individuality of all our children

• Provide a warm, responsive relationship where children feel safe, secure, respected, comforted and supported in times of stress, and confident that they are cared for at all times.

• Understand that behaviours are a normal part of some young children's development e.g. biting

• Encourage self-regulation, consideration for each other, our surroundings and property

• Encourage children to participate in a wide range of group activities to enable them to develop their social skills

• Ensure that all staff act as positive role models for children

• Encourage parents and other visitors to be positive role models

• Work in partnership with parents by communicating openly to support consistency

• Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them

• Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent

• Promote non-violence and encourage children to deal with conflict peacefully. This may involve a staff member role modelling how children could approach the situation.

• Provide a key person system enabling staff to build a strong and positive relationship with children and their families

• Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate

• Supporting and developing children's understanding of different feelings and emotions, self regulation and empathy as appropriate to stage of development. This includes using strategies and naming and talking about feelings and ways to manage them

• Have a named person who has overall responsibility for promoting positive behaviour and behaviour support.

The named person for promoting and supporting behaviour is the Preschool Manager It is their role to:

• Advise and support other staff on any behaviour concerns

• As part of the management team they will keep up to date with legislation and research relating to promoting positive behaviour

• Support changes to policies and procedures in the nursery

• Access relevant sources of expertise where required and act as a central information source for all involved

• Attend regular external training events and encourage all staff to attend relevant in-house or external training for behaviour management.

Our nursery rules are in place to ensure everyone's safety and to promote good citizens who care and respect each other. We keep the rules to a minimum and ensure that these are age and stage appropriate. We regularly involve children in the process of setting rules to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child.

Children who are displaying distressed/challenging behaviour., for example, by physically or verbally hurting another child or adult, are helped to talk through their feelings and actions through coregulation 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 how they are expressing their feelings, we help the child to understand that the behaviour is not acceptable, not the child or their feelings.

Our promoting positive behaviour procedure is:

• 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/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 soon as reasonably practicable

• We recognise that there may be occasions where a child is displaying challenging/ 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/re-directed to alternative activities. Discussions with children will take place about any behaviour that was not acceptable when a child has calmed down and can therefore think rationally. We respect their level of understanding and maturity

• Staff do not raise their voices (other than in an emergency in order to keep children safe)

• In any case of challenging behaviour, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome

• We decide on particular strategies to support particular types of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done. All staff support children in developing empathy and children will only be encouraged to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate

• We help staff to reflect on their own responses towards behaviours that challenge to ensure that their reactions are appropriate

• We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with behaviour that challenges in nursery at the time. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between their home and the nursery. In some cases we may request additional advice and support from other professionals, such as an educational psychologist

• We support children in developing non-aggressive strategies to enable them to express their feelings and emotions

• We may document challenging behaviour at times in order to try and identify any patterns

• We will inform parents and ask them to read and sign any incidents concerning their child

• Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour modification plan where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The manager will complete risk assessments identifying any potential triggers or warning signs ensuring the child, other children's and staff's safety at all times. In these instances we may redirect the child's play to another area until they have calmed down.

We recognise that children need their own time and space and that it is not always appropriate to expect a child to share. We believe it is important to acknowledge each child's feelings and to help them understand how others might be feeling.

At our preschool, staff follow the procedure below to enable them to deal with behaviour that challenges:

• Staff are encouraged to ensure that all children feel safe, happy and secure

• Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way

• Children are helped to understand that using aggression to get things, is inappropriate and they will be encouraged to resolve problems in other ways

• Staff will initiate games and activities with children when they feel play has become overly boisterous/aggressive, both indoors or out

• We will ensure that this policy is available for staff and parents and it will be shared when updated or at least once a year to all staff

• Staff and parents are also welcomed to review and comment on the policy and procedure

• If any parent has a concern about their child, a member of staff will be available to discuss those concerns. Working together can ensure our children feel confident and secure in their environment, both at home and in the nursery

• All concerns will be treated in the strictest confidence.

Anti-bullying

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years.

Staff will intervene when they think a child is being bullied, however mild or harmless it may seem and sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour.

By promoting positive behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop a positive sense of self, have confidence in their own abilities, make good friendships, co-operate and resolve conflicts peacefully.

This policy was adopted by	Sticky Fingers Pre-School
On	6th October 2026
Date to be reviewed	October 2027
Signed by Chairperson	
Name of Chairperson	Ashley Panton