

Positive Behaviour Policy

Named Practitioners

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Cache level 3 in children's care and learning

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Our Nursery ethos echo's our objective set out in our behaviour policy, being that children progress best in an environment where their personal, social and emotional needs are fully nurtured and Nursery expectations are clear and embedded.

Children within Nursery learn to consider and appreciate British values, including; respecting the views and feelings, needs and rights of others and the impact their actions may have on peers and their environment.

What is Positive Behaviour?

Children learn to behave in effective and socially acceptable ways and will have different skills at different stages of their development. All children develop in different ways and at different rates. It is important to make sure that adults working with young children are aware of the developmentally appropriate social and emotional behaviour shown by typically developing children. Staff have a clear understanding of the stage of development all children are at, so that they can set realistic expectations. The setting understands that it is important to remember that the ability to behave appropriately is affected by many factors, such as the child's health, emotional state, changes in routine at home or in setting and the presence or absence of particular adults or children. We understand that for most children, Nursery will be the first place that children are expected to follow rules outside of their home.

Aims and Objectives

The aim of the setting is to provide high quality care and education, where all children can enjoy the experience and achieve success.

As a Setting we will:

- Plan and organise our systems to ensure that every child receives enjoyable and challenging learning and development experiences that are tailored to meet their individual needs.
- To manage childrens behaviour effectively and in a manner appropriate for their stage and development and their particular individual needs.
- Use 'Positive Rules' to develop, teach and enforce rules so that children learn about positive behaviour and ensure both adults and children know about the expectations within the setting.
- To be good role models for children and other adults
- To use wording that children can understand and make sure rules are realistic and achievable for all children.
- To promote positive behaviour, so that we do not have to deal with unwanted behaviour
- To prevent inappropriate behaviour from occurring.
- To identify the different types of unwanted behaviour and have strategies to deal with them.

Positive Rules

Rules should be worded in a positive way and should not start with words such as 'no' and 'don't'. Rules should be presented in the forms of pictures so that children, staff and parents have a visual reminder of them. Young children have the capacity to learn simple rules, but they will need to revisit these on a regular basis. Too many rules will make it difficult for children to remember and follow them. We aim for no more than five rules. These are remembered by holding out a hand – one rule for the four fingers and a thumb.

Actions taken to tackle unwanted behaviour

Every now and again unwanted behaviour will occur and this is un-avoidable. The staff will always use the approach of using positive reinforcements, such as rewards charts and stickers and positive words and praise. In some cases further actions may need to be taken, generally to ensure the safety of others and to minimise disruption to the group. In these cases, the staff will take the following steps:

1. The staff to remind the children of the setting rule, for example – 'kind Hands Please'. (This can be repeated up to three times)
2. The child will be asked to sit at an activity and encouraged by the staff member to think about their behaviour. This will not be based on a certain time and will differ from child to child.

3. Depending upon the child's age and understanding the child will be encouraged to say sorry or give comfort.
4. The child will be able to continue their chosen play.

Setting Golden Rules

1. Kind hands
2. Listening ears
3. Walking feet
4. Inside voices
5. Sharing and respect

Rough and Tumble Play

Children often engage in role play situations at this age and imitate scenarios witnessed which may have aggressive themes, such as superheroes and weapon play. This behaviour does not necessarily precede hurtful behaviour or bullying, but may need addressing at times. At Sunnybank, rough and tumble play is tolerated within limits as this is social play which underpins learning and not problematic or aggressive. Play is contained within our Nurseries behavioural boundaries using strategies developed and agreed with by the children, to ensure children are not hurt or do not become upset. These play themes allow us to explore concepts including right and wrong and tolerance for beliefs, making the most of these opportunities to encourage empathy and embed our behavioural expectations.

Bullying

Sunnybank takes bullying very seriously and it is not tolerated within our setting. Bullying can present in various forms such as physical or verbal abuse, characterised by intent to hurt physically, emotionally or otherwise and is accompanied by an awareness of the impact of their actions. In all cases of identified bullying, staff will intervene immediately, explaining why the behaviour is unacceptable and helping them to understand the impact of their actions. Reassurance is given to the child/ren who may have been bullied and are shown we are able to listen to their concerns and act upon them. Strategies explained throughout this policy will then be used to help adopt more acceptable ways of behaving.

Behaviour Programmes

If a child has a pattern of behaviour that causes concern then to be really successful in promoting positive behaviour the setting and parents/carers must work in partnership.

If unwanted behaviour is occurring frequently, it may be useful to draw up a behaviour programme.

Behaviour programmes provide staff and parents with an opportunity to sit down and discuss the unwanted behaviour and decide on which strategies will be used to change the behaviour. A behaviour programme can be used to change different types of unwanted behaviour. A behaviour programme will contain the following:

- **Aim** – What will change? What will the child, staff or parents learn to do as a result of its implementation.
- **What does the Unwanted Behaviour Look Like?** – The behaviour should be described factually.
- **Why does the Behaviour occur? Triggers and Warning Signs** – There are always triggers and warning signs. Once identified, triggers and early warning signs can play a key role in helping us to prevent unwanted behaviour.
- **What is the Child Communicating to us through the behaviour?** – Adults need to listen to what the child is saying when the behaviour occurs. They may be able to verbalise their feelings, but if not the adult needs to imagine what the behaviour is saying.
- **What can be done to prevent the behaviour from happening? How can we promote positive behaviour?** – This is the most important section and should be the longest. This section should include techniques that will help the child deal with potentially difficult situations.
- **What are we going to do when the Behaviour occurs?** – Staff and Parent need to agree and describe what they will do and say when the unwanted behaviour occurs, particularly when the behaviour programme is first implemented.
- **How long will the strategy be used before we review it?** – Agreed strategies need to be given time before making any changes to the plan, as when behaviour plans are first implemented, the unwanted behaviour may occur more frequently.

Communication

How do we share our policy with others?

Children: expectations for behavior should be agreed with the children in a

manner appropriate to their stage of development and regularly discussed with individuals and at group times.

Staff :

As part of induction programme for all new staff and as part of ongoing professional development, included within staff handbook, and when reviewing this policy.

Parents/Carers –

Included in any meetings or documentation for parents/carers of children joining the setting,

A printed copy of our Behavior Management policy is available to parents/carers on request.

Different Types of Unwanted Behaviour

- **Withdrawn Behaviour** – A child with withdrawn behaviour is not likely to join socially with other children or express emotions freely.
- **Misplaced Confident Behaviour** – A child who has confident behaviour is often first to try something new and likely to take a leading role socially.
- **Shy Behaviour** – A child who has shy behaviour is likely to be quiet and may 'hide' behind an adult or more assertive peer.
- **Anxious Behaviour** – A child with anxious behaviour can be reluctant to get involved in activities, quick to take offence or express feeling left out socially.
- **Very Active Behaviour** – A child with active behaviour is likely to be very physical both indoors and outdoors, and also finds it difficult to be still, particularly when others are physically close.
- **Controlling Behaviour** – A child with controlling behaviour is usually dominant in a group and will 'take over' an activity if a child is not doing it correctly.
- **Aggressive Behaviour** – A child with aggressive behaviour tends to hit out when things do not go the child's way, they are likely to get easily frustrated and may think that others are deliberately trying to upset him or her.
- **Victim Behaviour** – A child with victim behaviour is often on the receiving end of others' verbal or physical attacks.