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# POSITIVE BEHAVIOUR POLICY

Our company believes in promoting positive behaviour within our childcare settings & by leading through example we aim to encourage self-discipline, consideration and respect for others, the environment and ourselves. We have named person who has overall responsibility for issues concerning behaviour.

We ask parents to understand that our children come from families who have differing parenting styles, ideas on behaviour management & also from differing cultures. Very young children naturally as part of their development sometimes find it difficult to manage their emotions which sometimes results in challenging behaviour being shown. Staff respectfully ask parents to understand that this type of behaviour will be supported by the staff team by ensuring they will :-

- Keep themselves up-dated with legislation, research & techniques on handling children's behaviour.
- Share information about strategies in place with specific children with staff/students/volunteers.
- Encourage **each other** to participate in relevant in-service training on handling children's behaviour.
- Support staff & students so they are familiar with this policy, its aims/strategies on both desired & unwanted behaviours.
- Liaise with the Childcare Manager/senior staff in relation to highlighting concerns in relation to a child's behaviour.
- Ensure staff are aware of the importance of written observations, log sheets etc and access support each other in the delivery of high-quality written observations.
- All adults in the setting make themselves aware of and respect a range of cultural expectations regarding interactions between people.
- Plan & reflect on learning environments, resources & opportunities to ensure children's interests are met in line with their level of development. To ensure the monitoring of the accessibility of the environment meets the needs of the current children.
- Reflect on current practices to help promote a positive learning environment which meets the developmental needs of **ALL** children.
- Use, develop & provide resources for children to be able to express their feelings in both verbal & non-verbal ways.

**ALL** staff and students will provide a positive model of behaviour by treating children, parents/carers and one another with friendliness, care, courtesy and consistency. We will endeavour to:

- Take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- To communicate in a positive manner, for example asking the children what we would like them to do, rather than what **NOT** to do. Ensure the child is fully aware of what behaviours will be seen as unacceptable within the setting.
- Always try to help children to see the consequences of their actions. We will provide opportunities for them to learn how to interpret their feelings by listening to them and offering any necessary support.
- All adults in the nursery will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- Have realistic expectations of individual children. To apply 'sanctions' that are suitable & realistic, having clear definitions what actions are seen as minor or major behavioural incidents.
- In **ANY** case it will always be made clear to the child or children in question that it is the behaviour and **NOT** the child that is unwelcome.

In order to achieve this children will not be:

- Shouted at
- Sent out of the room by themselves
- Threatened, physically punished or verbally abused
- Labelled naughty, bad or similar
- Sworn at
- Humiliated
- Threatened with unachievable punishments
- Given preferential treatment

We require **ALL** staff and students to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's age & stage of their development. For example:

- Praise
- Reward (stickers)
- Distraction
- Withdrawing the child from the situation
- Showing the child by example
- Role modelling to support children to communicate with each other around their 'thoughts & feelings'
- Speaking to the child in a manner that is suitable for the child's level of understanding and development.
- Acknowledging positive behaviour
- Visual Aids such as 'Kindness Board' or traffic light system.

***Any behaviour problems will be handled in a developmentally appropriate level of understanding and maturity.***

### **Communication and Parental Partnership**

We give high priority to clear communication within the setting and to a positive partnership with parents since these are crucial in managing young children's behaviour. If the behaviour of a child is causing a concern it is important that parents are informed & consulted in the 'Next Steps' around supporting the child. A positive partnership with parents is crucial to build trust and develop a common approach to behaviour, expectations and strategies for dealing with problems. We use relevant documents to observe & monitor a child who presents as having difficulties with the boundaries & expectations required of them & we feel it is of paramount importance to share details of these records with parents.

Parents will be asked to meet with the settings SENDco & child's Keyworker on a regular basis to discuss the child's individual needs. It may be required with the consent of the parent to make referrals to other services/professionals who could offer advice & monitoring in response to a child's behaviour, such as Educational Psychologist, Speech & Language Therapists, Primary Support Services, Health Visitor & Audiologists.

If a child's behaviour is having a negative or harmful impact on the child or other children within the setting a meeting will be held to discuss the issues with the child's parents. It may be necessary to temporarily suspend a child from the setting until this meeting takes place.

We will support **ALL** parents in their understanding of children's personal, emotional & social development & how we can support children with expressing their thoughts, feelings & emotions.

### **Physical Restraint**

We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the settings manager and are recorded on an Incident Log Sheet. A copy of this log will be given to parents & a copy will be kept in the child's file. All other children will be protected from witnessing any indecent where physical restraint is used as much as possible.

No child will be restrained with only 1 adult present unless in extreme emergencies & then the adult will seek help verbally as soon as possible.

We endeavour to ensure staff receives training on delivering safe Physical Restraint methods if this type of action is required due to extreme behaviour issues.

**THIS POLICY WAS ADOPTED IN: JUNE 2007  
REVIEWED ANNUALLY**