Developing Positive Behaviour in Practice Policy

Introduction

At Beckside Preschool & Nursery we encourage and promote positive behaviour. We give the children every chance and encouragement to develop the skills they need to;

- develop a positive sense of themselves, and others;
- to form positive relationships and develop respect for others;
- to develop social skills and learn how to manage their feelings;

3.53: Providers are responsible for managing children's behaviour in an appropriate way.

3.54: Providers must not give or threaten corporal punishment to a child and must not use or threaten any punishment which could adversely affect a child's well-being. Providers must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided. Any early years provider who fails to meet these requirements commits an offence. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention57 was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. Providers, including childminders, must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable (statutory framework for the early years foundation stage- March 2021)

We support the children to understand how to express their feelings in an age-appropriate way

Manners

We encourage children to say 'please' and 'thank you' and use important social skills Independence - we support the children to make their own decisions and choices and understand that their actions result in consequences, appropriate to their stage of development

Listen & respect

Children are taught the importance of listening as a skill but also as a mark of respect.

Encourage others

We teach the children that encouragement is a far greater motivator than criticism and model how to encourage in different situations.

At Beckside Preschool & Nursery we;

- Do not use physical punishment, such as smacking or shaking. Children are never threatened with these.
- Do not shout or raise our voices in a threatening way to respond to children's behaviour
- Avoid creating situations in which children receive adult attention only in return for undesirable behaviour
- Do not use techniques intended to single out and humiliate individual children.
- Only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. (Logged in an accident/incident record form).
- Never exclude a child from the setting

Some children will need individual support with contributions from a range of professionals; this may involve a child having an Individual Learning Plan. The key person and SENCO will play a key role in supporting these strategies. Some children who are at the early stages of learning English can be supported by staff with a special interest in supporting Bilingual skills.

A strong network of relationships

We work consistently to ensure that each child has a strong relationship with their key person. In turn the key person can help the child develop a wider network of relationships with other children and the wider staff team. Warm, caring, emotionally attuned relationships set a very positive climate for children's social and emotional development and help to promote self-discipline and positive behaviour.

Key people will:

- Work closely with the child's parent/carers
- Work closely with each key child, starting with the settling-in procedure, to help each child feel safe, secure, valued and feel that someone knows about them as a unique child.
- Be aware of and seek out children who don't approach them.
- Relate positively to each key child every day.
- Make time to listen to and take an interest in each child every day.
- Make sure children treat living things, property and their environment with care and concern.

All staff (including volunteers and students) will:

- use positive strategies for handling any conflict by helping children find solutions in a way which is appropriate to the children's ages and stages of development for example distraction, discussion or by withdrawing the child from the situation
- Strive to be "emotionally attuned" to children, valuing and accepting their emotions and feelings e.g. "I can see you're sad about that, shall I help you for a moment" rather than "don't cry, you're a big girl now".
- Praise good behaviour
- Praise good efforts
- Show disapproval of the behaviour, not the child e.g. "That was a rude thing to do" not "You rude child"- and use nonverbal communication e.g – disapproval in your facial expression.
- Model how to deal with and sort out difficult situations
- Show empathy towards children and each other e.g. "I understand you feel….. but ….." … "Are you feeling?"
- Encourage children to show respect for cultures and beliefs different from their own
- 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
- Staff will make their expectations clear, positive, specific and consistent.
- Have high expectations of the children's behaviour and communicate these clearly to the children.
- Provide a good role model by showing care and respect for each other and our environment.
- Regularly discuss expected standards of behaviour and reinforce these through stories, rhymes and puppets.
- Organise spaces to achieve order and calm.
- Consider the needs of each individual child; there may be communication challenges, for example, the child may have English as a second language and/or comprehension difficulties.
- Focus on the behaviour rather than the child.
- Provide clear instructions, for example, "Put the bricks in the box, please".
- Do not assume that all children will know what we mean by vague terms such as 'sit nicely'- use other children as role models for example 'look at ….. sitting with their legs crossed and their hands on their knees!'
- Look to the support of colleagues. A new face is often an opportunity to divert an incident away from a crisis, thus reducing the need for force to be used.

Professional development

We familiarise new staff and volunteers with the setting expectations and its rules for behaviour. The management team will seek advice and guidance on appropriate training as required.

We are an inclusive setting, and we will work positively with every child and every family.

Suggested strategies to encourage positive behaviour

- Staff will use positive practice.

- Build up strong relationships with the children, showing that we value friendship and co-operation.
- Try and provide opportunities to converse, relax, laugh, plan and praise.
- Whenever possible speak to the children on their level and try to establish and maintain eye contact
- It is much more important to acknowledge positive behaviour than to acknowledge negative behaviour
- There is more to be achieved from recognising those who are behaving well than those who are not.
- Consistently reinforce positive behaviour- 'Catch Them Being Good'.
- Provide visible and verbal reinforcements, e.g a high five, or thumbs up!
- When you praise a child, link your praise to the expectations which underpin your practice. For example, "Rosie I really like the way you picked up the apron and put it in the right place. Thank you for looking after our things."
- Focus your attention on praising, reinforcing and rewarding the child who may demonstrate challenging behaviour.
- Be consistent and alert.
- Explain why you are pleased.
- Try to ignore attention- seeking negative behaviours, if it is safe to do so and look for opportunities to give positive attention.
- Give the child a chance to rectify the situation, for example giving a turn to another child or moving away when asked
- Try to pre-empt potentially difficult tasks or situations by intervening early and redirecting the child in a purposeful way. Distract the child, for example, "I have a special activity for you over here".
- Celebrate achievements. This could be between the member of staff and the child or in front of the peer group
- Share children's achievements with parents/carers for example good behaviour and/or good work
- Demonstrate a fair approach and an assertive presence, both verbally and non-verbally.
- Use a sand timer to give the child time to reflect on their actions or to support turn taking

Children need the strength and security they obtain from being with fair, calm adults.

Take time to talk things through when the child is calm as a way to plan how to do things differently next time. Listen attentively to their point of view so that they know we can find ways to deal with unacceptable behaviour together.

Encourage self- discipline and for the child to manage their own behaviour and set their own goals for example give the child a choice 'what could you do next time' Help the child to manage their feelings, how to relax and how to calm down.

Provide adequate outlets for physical play for example or outdoor time. The ultimate aim is to help the children to manage their behaviour and their emotions.

Observation and Recording

Staff will observe why, when and where variations of behaviour take place. They will;

- Regularly compare observations to obtain a reliable picture for example snapshots, stickers.
- Analyse the trigger factors for unwanted behaviours.
- Share information with parents/carers
- Try and intervene early to pre-empt a potential situation for conflict.
- Search for causes (such as the activities, times, place, people, level of challenge, interest levels.)
- Have Individual Learning Plans, (ILP) for those who need them.
- Plan above as a team and adhere to them consistently.

Involving parents

It is important to involve parents because:

- They know their own children best. They may be able to help us to understand why their child is finding a particular situation difficult and help us to manage it.
- Parents need a clear picture of how their child is managing in the setting. It is important to talk to parents about difficulties their child might have but be clear that the reason is to share information, and not because we want them to tell their child off again, or because we are blaming them.
- We work in partnership with the children's parents. Parents are regularly informed about their children's learning and well-being by their key person. Staff work with parents to address recurring unacceptable behaviour, using objective observation records to help us to understand the cause, and to decide jointly how to respond appropriately
- An outreach service is available supporting children, families, and pre-school settings within Lincolnshire Early Years Support team and other agencies

Keeping children safe

It is a core responsibility of the setting to ensure that children are safe and secure. If a child is found to have an inappropriate item on them, or brings it into the setting, it will be confiscated. Challenging behaviour and difficulties with social situations are an ordinary part of child development – our job is to help children work some of these problems through in a supportive atmosphere, where there are clear boundaries, so that they develop positive attitudes to each other and to learning.

Bullying

We take bullying very seriously. We listen carefully to parents and work together to promote positive behaviour. We listen to children. All children have a key person who role model positive behaviour, a clear consistent response is essential.

If a child bullies another child or children:

- We intervene to stop the child harming the other child or children
- We give reassurance to the child or children who have been bullied
- We explain to the child doing the bullying why her/his behaviour is inappropriate
- We make sure that children who bully receive praise when they display acceptable behaviour
- 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
- 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
- We record incidences of
- In cases of serious misbehaviour, such as prejudice related and we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.

How Staff deal with conflict

Experiencing and managing conflict is an important part of growing up and early education. Our aim is to help children learn the skills they need to manage conflicts, through guidance and modelling. We help them to see what was wrong and how to cope more appropriately.

Encourage children to be assertive and to say/sign "stop" clearly, say "I don't like that", etc. Where a child appropriately asserts "stop" and the other child responds, it is not usually necessary for an adult to get involved.

Think developmentally: if a child is at an early stage of development, then sharing resources will be very challenging. Ways to support include making sure that we have enough resources for everyone; setting up experiences for 2 or 3 children, to avoid large groups crowding round; model language/approaches like "me next"; "can I have a turn"; "you can have it next, when I've finished".

Model sharing and learning.

Show children that we actively listen to the ideas, needs and wants of others. Show simple approaches to sharing like "I'll do one, you do the next." Support and promote open-ended experiences that promote collaboration. If a conflict needs adult intervention to be resolved, our approach is:

- Listen to both children. If children are too young to explain, use gestures and body language to understand the problem.
- Encourage children to say how they feel ("it hurt" … "I'm sad" etc)
- Encourage children to look at their faces and bodies. The adult should use simple language to explain what can be seen.
- Ask the children how they could solve the problem and try to find a solution based on their ideas. If necessary, impose a solution and explain why (those working at earlier ages and stages) and modelling positive behaviours.
- If a child has hurt another, ask them to find a way to help the other child feel better. This could involve comforting the other child, agreeing to be friends (this can be by fetching a resource to play with or pointing to where they could play) or saying sorry but avoiding a situation where a child expresses a grudging "sorry" without understanding.

- Staff should model empathy e.g. I'm sorry that happened to you but for most children saying 'sorry' will not be appropriate due to their level of development.
- If a child has been hurt or is distressed, then initially focus attention on that child. Deal with the behaviour of the other child next.
- State the behaviour you would like to see i.e. 'Sonya feel's happy when you share the bike with her'. If necessary, state a clear boundary. "Remember, no hitting in nursery."
- If necessary move one child away from the other's play.
- It is important to spend time settling the children back into positive play – don't deal with an incident and walk away too soon.
- Where possible, notice positive behaviour shortly afterwards and praise it. "I can see you are playing nicely now, that's good to see you sharing."

Sanctions

If a child's behaviour is inappropriate or disrupts the learning or well-being of another child/ member of staff then sanctions will used. Children are expected to take responsibly for their own actions and undertake a consequence linked to their behaviour. Children will be helped to understand why their behaviour was wrong and helped to find ways to make things right. A restorative approach is used by all members of staff in the setting as this method helps children to take responsibility for their actions and develop an understanding about how their actions may affect others.

Children will be asked questions such as:

- What happened?
- What were you thinking / feeling at the time?
- How do you think / feel now?
- Has anyone been upset or hurt by what has happened? How?
- What do we need to do to make it right?
- Children who display inappropriate behaviours are dealt with calmly.

Consequences are presented to the children as a choice so that they have responsibility for their own behaviours. When negative behaviours are discussed, the emphasis should always be on the behaviour, never the child. Low level negative behaviours such as name calling, pushing within play and not sharing toys will be dealt with by staff talking to the children and discussing why that particular behaviour is not appropriate. Continuation of the behaviour or higher-level misbehaviour such as purposely hurting, purposely damaging equipment, throwing equipment or repeated inappropriate behaviour, will result in the child being withdrawn from an activity for a short period of time (time out). At the end of the 'time out' period the child will be asked the questions above and helped to understand the consequences of their behaviour. If a child repeatedly acts in a way that disrupts or upsets others, the setting will contact parents and the situation will be discussed further. This may result in an Individual Behaviour Plan being written for the child. If at any time a child/adult is in danger the class will be stopped and particular children may not be able to continue with an activity.

Physical Intervention

At Beckside Preschool & Nursery the use of restrictive physical intervention is a last resort in accordance with current guidance. When restrictive intervention is used it will be carried out in a respectful, supportive and dignified manner in order to maintain a positive relationship with the child. A

member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour
- Request alternatives using negotiation and reason
- Give clear directions to the child to stop
- Remind them about rules and likely outcomes
- Remove an audience or take vulnerable children to a safer place
- Make the environment safer by moving furniture
- Make the environment safer by removing objects which could be used as weapons.
- Use positive touch to guide or escort children
- Ensure that colleagues know what is happening
- Get help if needed.

Staff have a duty of care to act in the best interests of the children.

- Staff do not have a duty to use force.
- Staff should use their own judgement and make their own dynamic risk assessment before acting.
- If it is felt that Restrictive Physical Intervention is likely to be required (or if the child has been held in a restrictive physical intervention) to support the individual child, then a Positive Handling Plan will need to be completed. The setting needs to take medical advice about the safest restrictive physical intervention suitable for a child with specific medical needs.

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Review Frequency: Annually or following changes to legislation, statutory guidance, safeguarding requirements or nursery procedures.