



Achieving Positive Behaviour Policy

AIM:

Our Pre-School aims to encourage children to behave appropriately. We manage the children's behaviour with a proper respect for the children themselves and their parents or carers. We respect their culture, their ethnicity, their language, their religion, their age and gender. The approach that we use for managing behaviour is respectful of all the children's needs regardless of their abilities or specific learning needs. Staff have an inclusive approach in which children are not excluded because of their behaviours.

(Discrimination and Disability Act 1995).

Behaviour management is part of the children's personal, social and emotional education so we will attend to their whole development. The interests of the child are paramount. Changing their behaviour must enhance their lives, their learning and development and 'work' for the child.

We aim to work in close partnership with the parents.

Article 3 of U.N. Convention of the Rights of the Child states that:

'The best interest of children must be the primary concern in making decisions that affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect the children'.

Our learning environment promotes positive behaviour by ensuring children have space to learn through provision of a spacious playroom, well defined areas, a quiet den area, and visual aids specifying rules and routines.

Rights and Responsibilities

Rights of the Child:

- To be valued.
- To be encouraged.
- To feel safe and secure.
- To be treated fairly.
- To be respected regarding culture, ethnicity, language, religion, age, gender.
- To readily seek help from adults regarding concerns / worries.
- To experience a broad and balanced curriculum.
- To have their needs met.
- To be consulted in decision making regarding their welfare.

Responsibilities:

- To attend our setting regularly.
- To arrive on time.
- To play safely.
- To take part in all aspects of learning.
- To cooperate with staff and peers.
- To follow rules and routine.
- To accept responsibility for own behaviour.
- To respect other views, rights.

Rights of staff:

- To express views and contribute to policy making.
- To receive support from outside agencies.
- To receive appropriate training when necessary.

Responsibilities:

- To behave in a professional manner.
- To show interest and enthusiasm in the children's learning.
- To create the right ethos for appropriate behaviour by helping children to feel settled, secure and relaxed in our setting with clear routines and the opportunity to make choices within the safe boundaries that are set.
- To listen to the children.
- To respect the children's views.
- To have high expectations for all children while taking into account their ages, stages of development and particular experiences.
- To plan activities which promote a sense of self- esteem, self respect, respect for others, self discipline and responsibility.
- To identify learning difficulties which may present as or lead to behaviour problems.
- To develop strategies for effective behaviour management.
- To be knowledgeable of the Code of Practice for Special Educational Needs.
- To share information or concerns with parents about their child.
- To pursue training for professional development.
- To develop effective links with outside agencies.

Rights of parents:

- To have a safe, stimulating environment for their child.
- To have an appropriate learning programme for their child.
- To have their child's needs met.
- To be respected with regard to culture, ethnicity, language, religion.
- To have any queries or concerns dealt with sympathetically.
- To have access to consultations with staff/ leader when needed.
- To be informed about sickness or accident including toileting.
- To be informed about rules and procedures.
- To be involved in decisions about their child.
- To be involved in the life of our Pre- School and decision making.

Responsibilities:

- To ensure that their child attends regularly and arrives on time.
- To encourage their child to follow the rules of our setting.
- To act as a positive role model for their child in our setting.
- To attend planned meeting with staff, Leader, Key worker.
- To provide information regarding any change affecting their child e.g. change of medication.
- To share concerns with staff and provide any relevant information.

Desirable and Undesirable Behaviours

Children are consulted as to the type of behaviour which will affect them and their learning both positively and adversely.

Desirable Behaviours e.g.

- Demonstrating independence.
- Showing respect.
- Being courteous and polite.
- Sharing.



- Taking turns.
- Co-operating with adults and peers.
- Being helpful.
- Expressing feelings appropriately.
- Being kind.
- Caring for the equipment and environment.
- Being interested and motivated.
- Showing initiative.
- Being attentive.

Undesirable Behaviours e.g.

- Displaying aggressive behaviours e.g. hitting, biting, pulling, pushing, threatening postures.
- Bullying.
- Excluding others from their play.
- Defacing other children's work, knocking down someone's work, spoiling a game.
- Snatching toys.
- Shouting.
- Using inappropriate language which is abusive, offensive.
- Name calling, teasing.
- Lack of courtesy.
- Displaying lack of interest and attention.
- Uncooperative.

Rules and Procedures

In consultation with the children, staff draw up a clear set of agreed rules which are enforced fairly and consistently by all staff. Rules and procedures will ensure behaviour conducive to learning.

Rules

- We take care of ourselves and others.
- We take care of the equipment and the environment.
- We celebrate our differences.
- We are polite.
- We share and take turns.
- We are helpful.
- We are good listeners and learners.
- We cooperate.
- We tell an adult if we get hurt.

Procedures for Encouraging Acceptable Behaviour

All staff have overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour.

Staff will:

- Keep up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
- Access relevant sources of expertise on promoting positive behaviour.
- Have a relevant in-service training on promoting positive behaviour and keep a record of training attended.
- Be aware of the respect differing codes of interacting among cultures.
- Work in partnership with the children's parents. Parents will be regularly informed about their child's

behaviour by their Key worker or Leader.

- Record observations showing children's strengths, difficulties and context of those difficulties in achieving positive behaviours and decide jointly with parents how to respond appropriately.

All staff, students, volunteers will:

- Provide a positive role model of behaviour by treating children, parents and one another with friendliness, courtesy, care and respect.
- Familiarise themselves with our settings behaviour policy and its guidelines for promoting positive behaviours.

All staff, children, parents, students, volunteers will:

- Keep to the guidelines which are required to be applied consistently.

Strategies to Encourage Desirable Behaviours

All staff, volunteers, students will use positive strategies for promoting desirable behaviours.

- We ensure that there is sufficient equipment and resources available to avoid unnecessary conflict over sharing and waiting for turns.
- We plan activities, routine and transitions which avoid the need for lengthy queuing or waiting.
- We ensure that equipment and resources are appropriate for every child's differing stage of development.
- We acknowledge considerate behaviours such as kindness, willingness to share.
- We support children in developing a sense of belonging in our group, so they feel valued and welcome.
- We support social skills through modelling positive behaviours, and various activities e.g. role play, puppets, drama and stories.
- We help children learn to empathise with each other and understand how their actions impact on others' feelings by acknowledging and verbalising their feelings.
- We give clear instructions appropriate to age/ stage of development.
- We avoid negative and use positive instructions eg 'Let me see your walking feet' instead of 'Don't Run'.
- We use 'First... and then...' strategies.
- We use positive reinforcement eg 'I like the way you...'
- We use proximal praise eg 'I like the way (another child) is sitting'.
- We encourage turn taking by organising small group play, play in pairs and providing sand "sharing" timer.
- We plan activities and use discussion to clarify children's understanding of need for rules.
- We use visual cues to reinforce rules, transitions and routine.
- We give attention to desirable behaviours and ignore undesirable behaviours where appropriate.
- We will develop strategies to contain play agreed with the children and understood by them, with acceptable boundaries to ensure that children are not hurt.

Procedures for Dealing with Undesirable Behaviours

We do not:

- Use techniques which are intended to single out and humiliate a child.
- Use physical punishment, such as smacking or shaking nor do we ever threaten children with these.
- Use physical restraint. (Unless there is the likelihood of an injury being caused.)
- Shout or raise our voices in a threatening way to respond to children's undesirable behaviours.
- We do not use the 'naughty chair'.

Instead we:

- Take into account each child's cognitive stage of development.
- Help children to understand the effect their behaviour has had on another child by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. Teaching the children the use and rules of the calming tent and directing children to this.
- Help children recognise feeling by naming them and helping children to express them.
- Help children to resolve their own disputes with guidance and support. Children will need repeated



experiences with problem solving, supported by patient adults and have clear boundaries.

- Provide individual adult support.
- Provide quiet time with key worker.
- Provide attention for the 'victim'.
- Provide reassurance and comfort which could simply be a cuddle.
- Use visual aids to reinforce rules, transitions and routines.
- Encourage other children in our setting to avoid giving attention to children who display disruptive behaviours.
- Identify the cause of concern, the possible reasons, where the behaviour occurs and frequency.
- Consider the reasons for the child's difficulties in expressing feelings appropriately eg insufficient language or mastery of English, developmental stage, home experience and then work with parents to find a solution.
- Identify the cause of concern, where the behaviour occurs and the frequency and develop and Individual Learning Plan for the child.
- Use the Code of Practice to support the child and family and make appropriate referrals to a Behaviours Support agency where appropriate referrals to a Behaviour Support agency where necessary. This action will be taken when all procedures have been carried out but progress fails to be made.

Rewards and Sanctions

To encourage and maintain rules, both rewards and sanctions are necessary. Sanctions will never humiliate a child and will be applied in a consistent manner as soon as possible after the event.

Sanctions will only be applied to the child and not the whole group.

Rewards

- Strong praise and encouragement.
- Non verbal praise eg smiling, nodding.
- Celebrating small achievements.
- Sticker rewards.
- Choosing a special/ favourite activity.
- Choosing a book to be read at group story time.
- Adult attention.
- Desirable behaviours acknowledged by parents and peers.
- Extra sticker rewards for specific desirable behaviours eg being kind.
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Sanctions

Sanctions will be imposed when procedures and strategies have not been successful.

- When behaviours are repeated and the child does not respond to adult's instructions, an adult will support them to move out to another area.
- If removal is not possible without risk of hurt to either child or adult or both then the activity will be stopped eg sand tray will be covered and other children taken to another activity of their choice. A risk assessment will be carried out in such emergency circumstances.
- Removal to an adjacent calm area where the child will have time to calm down and reflect. This may require adult support and discussion to help the child understand their behaviour and its effect.

Any intervention which is additional to our day to day approach will involve parents in planning. Information on strategies for managing behaviours will be given to parents.

Every child starts with a 'clean slate' each day.

Exclusion

Staff will work consistently to support children who display recurrent behavioural problems and if necessary will seek advice from professionals.

Exclusion would only occur in exceptional circumstances where the behaviour of the child causes difficulties for the adult/ child ratio eg he requires 1:1 support and this is not available in our setting at that time. All decisions will be made following procedures and in consultation with parents.

A child may also be excluded for a short period of time during each session eg during the settling in process where the time is gradually increased to full session.

Unwanted aggressive behaviour

This is highly distressing and damaging for children and will not be tolerated in the Pre-School. Any complaint by a parent or carer that their child is or may be a victim of unwanted aggressive behaviour, will be fully investigated by the Leader.

Policy Review

This policy will be kept under annual review to ensure its effectiveness. It will also be reviewed following any changes in legislation practice.

The views of staff, parents and children will be taken into account during the review process.

Staff will audit current procedures and policy which will allow them to determine what is working well and what needs to be altered.

Children will be consulted through simple discussion for their understanding of rules and reasons for them, whether they view rules positively or negatively and how positive behaviours should be rewarded.

Parents will be consulted through meetings and questionnaires. The Management Committee will be informed of views expressed by staff, parents and children.