



**Together, caring and learning**

## **Positive Behaviour Policy.**

**Aim:** To encourage Positive Behaviour from all who attend the setting because we believe that children flourish best in an environment where everyone knows what is expected of them and where they are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to help all the children develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

### **What do we mean by Positive Behaviour?**

Socially acceptable behaviour, politeness, kindness, gentleness, consideration of others needs, and good manners.

- Everyone moving calmly and under control between activities.
- No aggressive behaviour to staff or other children.
- Respect for equipment and resources.
- Everyone being encouraged to carry a task through to completion.
- Everyone sharing.
- Everyone helping to clear away at the end of the session.
- Respect for one another in the way we speak to each other, or communicate with each other.

### **How will we achieve this?**

- Ensuring that our Positive Behaviour Policy is shared annually with staff and parents and updated to reflect any changes in practice so that it is consistently implemented within the setting.
- Every adult should be a positive role model. Positive interactions between staff encourage positive interactions between children. It is important that every staff/member/ parent or helper work towards the same goals, this will enable children to feel secure and stop any confusion. The policy will therefore be shared with new parents, and be available at all times in the Parents Folder. Students/ helpers will be asked to read the policy at the start of their placement.
- Helping each child to learn the difference between right and wrong, and work to help them understand what is unacceptable and why.
- Taking every opportunity to actively encourage Positive Behaviour, giving specific verbal praise as much as possible, often in front of the other children and staff and reporting examples of positive behaviour to parents. It is important that the children understand exactly what the praise is for rather than being given general comments such as “well done” or “good girl” etc. Examples of positive behaviour are recorded with other achievements on displays and in profile books and parents are informed about the positive behaviour of their child.

- Talking to the children about how we can all be happy, and getting them to make suggestions that we can follow.
- Monitoring children's wellbeing and involvement in observations and adjusting routines and expectations when necessary as high degrees of wellbeing and involvement will normally result in positive behaviour.
- Using older children as positive role models to their younger peers.
- Ensuring that our Pre-School environment reflects a concern for the whole child and its different needs. There should be space for quiet play and concentration, for noisy or messy play, for imaginative play. Places where children can withdraw if they are tired, or in some instances when it all gets 'too much'. Overtired and excited children quickly lose control. There also needs to be provision for children to use their abundant physical energy.
- Working in partnership with our parents to deal with shared concerns we have about behaviour.

### **How Negative or Anti-Social Behaviour is dealt with.**

- In a quiet but firm manner, without drawing attention to it. Shouting, threatening or physical punishment such as hitting, slapping, tapping, smacking, shaking or pinching may not be used as a means of punishment. Staff may only use physical intervention to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. Physical intervention should only involve moving a child to safety or restraining if necessary. Any occasion where physical intervention is used to manage a child's behaviour must be recorded in the behaviour record and parents should be informed about it the same day.
- Giving clear explanations as to why behaviour is unacceptable.
- At all times, it must be clear that it is the behaviour, not the child that is unwelcome. A child should not be referred to as 'naughty' but that the effect of their actions has made their friends and us sad.
- Where possible bad behaviour should be tackled one to one, not in front of other parents or children (unless it is a whole group issue, which could be dealt with at group time) by the adult who witnessed the incident. Children are not to be singled out or humiliated.
- Children who misbehave will be given one to one adult support to understand what was wrong and work towards a better pattern.
- Providing space for 'timeout / or temporary withdrawal from an activity to allow the child to calm down. This is last resort and will only be implemented after clear explanations and warnings of the consequence of unwanted behaviour.
- Any behaviour problems will be handled in a developmentally appropriate way with regard for an individual child's level of understanding and maturity.
- All adults will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.
- Adults will be aware that some kinds of behaviour may arise from a child's special needs.

- Significant changes in a child's behaviour should be discussed with parents and closely monitored. It is always our aim to affirm home life and to work with parents and carers to overcome unacceptable behaviour by positive behaviour and role modelling.
- If an incident becomes too difficult to deal with, another staff member should always be asked to help. An incident should never threaten your positive attitude.
- Staff members should always back each other up in handling negative behaviour. Any disagreements in handling should be quickly sorted out after the group has finished.

### **Rules at Salway Christian Preschool**

The basic rules at pre-school were established in discussion with the children.

They are:

- We have Kind hands
- We have helping hands
- We have sharing hands

These are reviewed each term with the children in group discussions about how to make pre-school a happy place to be, sometimes using stories and puppets to help.

They are reinforced on a daily basis when the children come together as a group. Staff and children are encouraged to share individual acts of kindness they have seen or experienced and their smiley face is stuck on the board so all children, staff and parents can share the celebration of positive behaviour.

The children also have visual prompts and are regularly reminded of the rules for group times (good sitting, good looking and good listening)

### **Behaviour Record**

Significant instances of negative behaviour should be discussed with parents, recorded on a behaviour incident form and kept in the child's record.

### **Named Practitioner for behaviour management**

Sue Albon is the named practitioner for behaviour management issues. She should be consulted prior to recording any issues to agree any further action that needs to be taken. When behaviour issues may indicate a special need, she will refer to the SENCO then where necessary involve the whole staff team in working together to deal with behaviour issues and in extreme cases look for support from outside agencies such as the Early Years Inclusion advisor or Educational Psychology.

Reviewed April 2018