Positive Behaviour Policy

Purpose

To promote positive behaviour

- To prevent unwanted behaviours
- To role model expected behaviour
- To react to and manage unwanted behaviour
- To ensure consistency with the setting and home
- To outline what we do when additional support is required
- To outline how we support staff dealing with children who are displaying frequent unwanted behaviours

At Hopscotch we believe that children flourish best when they feel safe and secure and have their needs met by supportive practitioners who act as good role models, show them respect and value their individual personalities. Children are supported through co-regulation, where adults and children work together towards a common purpose, including finding ways to resolve upsets from stress in any domain and return to balance leading onto a path to self-regulation. The nursery actively promotes British values and encourages and praises positive, caring and polite behaviour at all times and provides an environment where children learn to respect themselves, other people and their surroundings.

We implement the early years curriculum supporting children to develop their personal, social and emotional development. This involves helping children to understand their own feelings and others and beginning to regulate their behaviour. We support children to do this through working together with parents, having consistent approaches, structure, routine and age/stage appropriate boundaries appropriate to the emotional development of the child. We help build confidence and self-esteem by valuing all children and giving lots of praise and encouragement.

At Hopscotch we use a 'Multi-element model' where we recognise that all behaviours communicate a message which we need to respond to. This model incorporates: environmental change, teaching new skills and reinforcement as the responsive strategies.

Definitions:

- Promoting positive behaviour: the proactive strategies that we use to promote and encourage the desired behaviours that we expect to see.
- Behaviour Management: the reactive strategies that we use to respond to and support the child to change the negative behaviours that we see.

To support positive behaviour in our setting, we aim to:

- Recognise the individuality of all our children
- Provide a warm, responsive relationship where children feel respected, comforted and supported in times of stress, and confident that they are cared for at all times
- Understand that certain behaviours are a normal part of some young children's development e.g. biting
- Encourage self-regulation, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all staff act as positive role models for children
- Encourage parents, carers and other visitors to be positive role models
- Work in partnership with parents by communicating openly
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
- Promote non-violence and encourage children to deal with conflict peacefully
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families

- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where appropriate
- Supporting and developing children's understanding of different feelings and emotions, self-regulation and empathy as appropriate to stage of development. This includes using strategies and naming and talking about feelings and ways to manage them
- Have a named person who has overall responsibility for promoting positive behaviour and behaviour support.

The named person for promoting and supporting behaviour is the setting's SENCo It is their role to:

- Advise and support other staff on any behaviour concerns
- Along with each room leader will keep up to date with legislation and research relating to promoting positive behaviour
- Support changes to policies and procedures in the nursery
- Access relevant sources of expertise where required and act as a central information source for all involved
- Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. Keep a record of staff attendance at this training.

Children who are displaying distressed and /or behaviour which challenges, for example, by physically abusing another child or adult e.g. biting, or through verbal bullying, are helped to talk through their feelings and actions through co-regulation before thinking about the situation and how to deal with it differently. We make sure that the child who has been upset is comforted. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child or their feelings.

Promoting positive behaviour

- We encourage children to begin to understand their own feelings and how these may make us behave in a sometimes-negative way (emotional intelligence). We also teach children to understand the feelings of others and the impact that their behaviour has on people and property.
- Staff are trained on promoting positive behaviour and behaviour management to enable them to support and encourage the correct example by role-modelling.
- We review the set-up of our rooms and the children's environment so that they are occupied in meaningful play and learning.
- We acknowledge and praise positive behaviour using verbal specifically labelled praise
- e.g. 'well done for taking turns on the slide'. This encourages every child to feel valued and have a sense of belonging as well as highlighting to them the behaviour that we would like them to repeat.
- We use 'Adjacent/ proximity praise'- this is a strategy that we use in group situations by praising a child that is already behaving appropriately which, in turn, encourages other children to copy e.g. Jack, that's brilliant, I like the way you are listening to instructions'.
- We set clear boundaries and expectations for the children which are embedded through the Hopscotch values and evident through Hopscotch policies and staff behaviours.
- We use the 'Attending' approach as a way of interacting with children. Attending is when you notice and a comment on what a child is doing without questioning or criticising. Attending helps a child understand how you would like them to behave so they will know and understand what behaviours to repeat to get your approval.
- Staff will go down to the child's level to communicate with them which will promote quality interaction.
- We ask parents to ensure that they follow similar boundaries and guidelines at home that we do in the setting.

Behaviour Management and positive behaviour procedures

We support all children to develop positive behaviour, and we make every effort to provide for their individual needs:

- When a child displays inappropriate behaviour, under no circumstances will staff use physical punishment (or threaten physical punishment), send children out of a room by themselves, use inappropriate language, humiliate a child or single out a child.
- Physical restraint, such as holding can only be used to prevent injury to other children/adults and damage to property. If physical restraint needs to be used, a manager will need to be informed and a report must be written. This report is shared with the parents of that child on the same day and then filed into the child's personal file. (See positive handling policy)
- We do not shout in a threatening way to respond to children's unwanted behaviour. However, staff can calmly but firmly tell a child what behaviour is expected from them. If they are displaying disruptive or unsafe behaviour e.g. climbing on furniture staff will firmly say 'no, stop' and use the Makaton sign (one hand held up with the palm facing outwards) and then say what they want e.g "we need to keep our feet on the floor" or "when we want to climb we need to climb on the climbing frame".
- We may use a 'selective ignoring' method for children displaying low level disruptive behaviour. This involves not given any attention to negative behaviour, but giving positive attention to their good behaviour. We will only ever ignore the behaviour and not the child and use this method alongside positive approaches.
- We do not single out children or humiliate them in any way. Where children are displaying behaviour which challenges they will, wherever possible, be distracted and re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity
- In any case of behaviour which challenges, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
- We help staff to reflect on their own responses towards behaviours that challenge to ensure that their reactions are appropriate
- We support and train staff how to recognise that babies and young children are unable to regulate their own emotions and require our staff to help them do this. We do this via coregulation which is where you model the calm behaviour and soothe the child. This in turn supports children to be able to self-regulate and self sooth.
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with behaviour that challenges in nursery at the time. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties, we can work together to ensure consistency between their home and the nursery. In some cases, we may request additional advice and support from other professionals, such as an educational psychologist
- Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. To do this we may use an ABCC (antecedence, behaviour, consequence and communication) chart to record the behaviours for an agreed period of time. The manager will complete risk assessments identifying any potential triggers or warning signs ensuring other children's and staff's safety at all times. In these instances, we may remove a child from an area until they have calmed down.
- An individual plan which includes activities, visual aids and specialised training may be used to promote positive behaviour in children who are repeatedly displaying undesirable behaviours.
- If the individual plan does not have a positive impact on the child's behaviour we can arrange further support for parents, children and the setting through outside agencies. Depending on the behaviour this may include seeking advice from the Area ISSO (Inclusion and setting support officer) **HAMPSHIRE** or the Area **SENDCO** (Special Educational Needs and Disability Co-Ordinator) **SOUTHAMPTON** as well as Portage or Speech and Language therapy service.
- An incident form must be completed for a parent to sign if their child's behaviour has resulted in another child/ staff member being harmed at risk of harm or has caused significant disruption to the learning and development of the other children.

- A child will not be excluded from the setting unless we feel that the children and staff are at risk. Before this option was considered Hopscotch would have worked alongside the family and external agencies to provide positive strategies to avoid exclusion and a decision would only be made in consultation with these agencies.
- We expect full support from parents when a child is displaying repeated negative behaviour we would request permission to seek support from outside agencies and the use of strategies that are working in the setting at home e.g. reward charts or visual timetables.
- We fully support staff who are dealing with children who display repeated negative behaviour and give them the opportunity to take time out away from a particular child following behaviour incidents and encourage them to say if they need further support dealing with a particular child displaying repeated negative behaviours.
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. Working together can ensure our children feel confident and secure in their environment, both at home and in the nursery
- All concerns will be treated in the strictest confidence.

Anti-bullying

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years. Staff will intervene when they think a child is being bullied, however mild or harmless it may seem and sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour.

By promoting positive behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop a positive sense of self, have confidence in their own abilities, make good friendships, co-operate and resolve conflicts peaceably. These will provide them with a secure platform for school and later life.

This policy is to be read in conjunction with:

EY03 EYFS learning and development Policy;
EY08 Parents as partners Policy;
EY14 Supporting Children with SEN;
EY19 Positive Handling Policy.
EY22 Biting Policy;