PLAYWAM

Policy For Promoting Positive Behaviour

Positive behaviour is located within the context of the development of children's personal, social and emotional skills and well-being. We believe that children flourish best when their needs are understood and met by caring adults and when expectations for behaviour are developmentally appropriate. Adults who understand children's needs, their levels of development, personal characteristics and specific circumstances support this development. This ensures children's individual needs are understood and supported.

We promote positive behaviour in the following ways:

- We set clear expectations and standards of behaviour to enable the children to feel secure at the setting
- We praise specifically related to the children's actions or behaviours
- We focus on a variety of activities to encourage:
    - Sharing
    - Negotiation
    - Co-operation
    - Respect
- We encourage responsibility in caring for others and the environment
- We encourage positive behaviour through play and learning activities (cooperative team games, role play, story time, social stories)
- We model positive and appropriate behaviour, courtesy and politeness in different contexts
- We talk to the children about appropriate behaviour stating positively the behaviour we would like to see e.g. 'we walk inside'
- We refer to the behaviour and not label the child, eg. 'hitting hurts, look at your friend's face, s/he looks sad', we do not say that they are naughty.
- We discuss with the children what the acceptable behaviour is in all the different areas of learning and experiences
- We work with the children to identify and express their emotions and those of others
- We help children to understand the consequences and effects of their behaviours on others
- We support children to resolve conflicts with other children
- We help to support children's self-esteem by enabling them to be successful in play experiences and activities

We encourage good patterns of behaviour by using:

- Non-verbal signals
- Positive verbal comments and praise
- Giving children responsibilities

- Sharing positive aspects with others
- Informing parents
- Recognition at group time

Rewards and Sanctions

Children need consistent messages, clear boundaries, and guidance to intrinsically manage their behaviour through self-reflection and control.

Children are never labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group to be left in 'time out'. If a child is distressed or causing harm to others, it may help to remove them from the immediate environment where the incident occurred. They may be taken to a quiet area by their key person for up to 5 minutes to help them self-regulate. If appropriate, the key person can use this time to help the child reflect on what has happened. Physical punishment of any kind is never used or threatened which could adversely affect a child's well-being.

Where a child's behaviour gives cause for concern, practitioners take into consideration the many factors that may be affecting them (e.g. new baby, illness, underlying additional needs etc). This is done in partnership with the child's parents/carers. The following steps may be taken:

- Unwanted behaviours will be addressed using an agreed and consistently applied approach to deescalate situations
- The key person and Manager or SENCo will liaise with the parents to discover possible reasons for the behaviour and to agree next steps. If appropriate the views of the child will be sought and considered to help identify a cause.
- If the cause of the behaviour has not been identified a focused intervention may be used to identify a trigger such as the ABC approach (Antecedents – what happened before; Behaviour – what was the behaviour observed; Consequences – what happened after the event)
- The key person and SENCo will complete an individual behaviour plan in consultation with the parents/carers which will be regularly reviewed and updated. Recommended actions for dealing with the behaviour at home may also be incorporated into the plan. All staff will be informed of the agreed interventions and will help implement the actions.
- Parents may also be asked to sign a risk assessment where the risk assessment relates to managing the behaviour of their child.
- If, despite applying initial interventions to deescalate situations and focused interventions to identify triggers, the child's behaviour continues to occur and/or is of significant concern, the SENCo and key person will invite the parents to a meeting to discuss external referral and next steps for supporting the child. The Early Help team and/or other specialist services such as the Area SENCo will then be contacted for support.

All incidents and intervention relating to unwanted and challenging behaviour by children will be clearly and appropriately logged.

Bullying is a behaviour that both parents and practitioners worry about. Bullying is a deliberate, aggressive and repeated action, which is carried out with intent to cause harm or distress to others. It requires the child to have 'theory of mind' and a higher level of reasoning and thinking, all of which are complex skills that most three-year-olds have not yet developed (usually after the age of four along with empathy). Therefore, an outburst by a three-year-old is more likely to be a reflection of the child's emotional well-being, their stage of development or a behaviour that they have copied from someone else.

Young children are keen observers and more likely to copy behaviours, which mimic the actions of others, especially the actions of people they have established a relationship with. These are learnt behaviours rather than premeditated behaviours because children this young do not have sufficiently sophisticated cognition to carry out the type of bullying an older child can do. Unless addressed early, this type of pre-bullying behaviour in young children can lead on to bullying behaviour later in childhood. The fear is that by labelling a child as a bully so early in life we risk influencing negative perceptions and expectations of the child which will impact on their self-image, self-esteem and may adversely affect their long term behaviour. This label can stick with the child for the rest of their life.

Partnership with parents and other services

- We liaise closely with parents to establish consistent approaches to encourage positive behaviour.
- We are aware that occasionally some patterns of behaviour may arise from a child's special needs.
- Where necessary we will liaise with other services e.g. Health and Social Services to establish consistent approaches to encourage positive behaviour.
- We will give the parents the opportunity to discuss their child's behaviour at the earliest opportunity.
- Reoccurring incidents of inappropriate behaviour will be tackled by the management team and all key persons in partnership with the parents.

In exceptional circumstance, advice and support from other professionals e.g. educational psychologists, may be necessary to work effectively with a child and their parents/carers. In such situations a child may have an individual behaviour plan specifying their needs and targets to improve their behaviour.

Challenging Unwanted Behaviour from Adults in the Setting

We do not tolerate behaviour demonstrating dislike, prejudice, discriminatory attitudes or action towards any individual/group. This includes those living outside the UK (xenophobia). This also applies to behaviour towards specific groups of people and individuals who are British Citizens residing in the UK.

Allegations of discriminatory remarks or behaviour made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises. Where a parent makes discriminatory or prejudice remarks to staff at any time, or other persons while on the premises, this is recorded on the child's file and is reported to the setting manager. The procedure is explained and the parent is asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent requesting them to sign a written agreement not to make discriminatory remarks or behave in discriminatory or prejudice ways; the third stage may be considering withdrawing the child's place.