



Promoting Positive Behaviour Policy

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Version Control Log

Date	Date agreed with Manager	Overview of changes
June 2018	TBC	Policy rewritten and updated to reflect good/existing practice
November 2018	8 th November 2018	Revised to include learning from Behaviour Management delivered by Dr Rob Long

Policy statement

We believe that children flourish best when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions.

“Behaviour difficulties are a natural occurrence in ALL children, the rest of the attempts by inexperienced, developmentally young children to interact with a complicated, increasingly impersonal world and children with learning and communication difficulties are more susceptible to having behavioural difficulties.”-Dr Rob Long.

Rationale

We see Pastoral Care as one of the most important ways of putting our Policy into practice. We promote Pastoral Care through enabling environments and positive relationships, striving to understand the unique child. We promote positive behaviour and support and motivate children to learn by providing a safe, stimulating and nurturing environment to allow the children to become confident, caring and resilient learners.

We aim to be good role models, in the way we care for and relate to each other and in a way that upholds personal dignity and follows the principles of compassion, understanding, tolerance, fairness, forgiveness and reconciliation. We try to avoid conflict and de-escalate it when it occurs.

We recognise the extent to which our children will be influenced by the example of the adults around them. We also recognise that the most important influence on our children is their home. Therefore, we value close partnership with parents. The Community is another formative influence upon our children, which we recognise and work with in close partnership.

Roles and Responsibilities

With Trustee support, the Practitioners have worked together to develop this policy which is underpinned by the Early Years Foundation Stage framework.

This policy is reviewed regularly by Practitioners and Trustees, depending upon the needs of the setting.

Organisation of Pastoral Care

- For children;

Each keyperson is responsible for the Pastoral Care for the children in their room. Account is taken of the individual nature of each child, their gifts, their emotional, social and physical needs whether temporary or long term, and of any personal or medical circumstances of which we are aware.

- Adults and community;

The Manager has overall responsibility for the Pastoral Care of staff and for offering and arranging any support and help whether of a professional or personal nature for which staff may express a need. It is through the relationships we build that we try to ensure that staff feel valued and confident enough to ask for help when needed.

Parents sometimes seek advice from staff on a personal or financial nature, including those directly affecting their child. In listening sensitively and discreetly, it is important to be able to refer parents, where appropriate, to other agencies.

The Trustees support the Manager with these responsibilities.

Golden rules for our Children

1. Be kind, helpful and caring to others
2. Be respectful of others, toys and equipment
3. Always share and take turns
4. Use your listening ears and quiet indoor voices
5. Remember to use your walking feet when inside

Guidelines for Discipline

We aim to be positive and seek resolution for minor problematic behaviours such as 'injuring others'. Children will be encouraged and invited to apologise to those injured. We believe the children need to understand that these actions are depriving others of their right to be safe. As an example, children are encouraged to understand the impact their behaviour has on others, and to consider ways to put it right and to manage their emotions and future behaviours.

The behavioural techniques we use will not breach any other legislation, e.g. in respect of disability, SEN, race etc and will be reasonable and proportionate for the age and stage of development of the children.

When a member of staff witnesses problematic behaviour, they will continue to address it to ensure consistency for the child.

Guidelines for Staff on Children's Behaviour

- When children under five behave in inconsiderate ways, we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Where there are incidents depicting problematic behaviours in children such as tantrums, biting, fighting or swearing, staff should be calm and patient. Staff should offer comfort to help children to manage their intense feelings and emotions and talk to the children about them to help resolve issues and promote understanding and self awareness. Where appropriate, an Incident Log Form (Appendix A) will be completed and a meeting will be held to discuss the incident with the parent/carer.
- If tantrums, biting, fighting or swearing are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.

- We focus on ensuring there is an attachment figure for each child, their key person, in helping build a strong relationship to provide security to the child.

Behaviour Strategies: Rewards and Sanctions

Little Owls aims to encourage children to act in a positive, caring and responsible manner. Each room has an 'escalation/de-escalation system' on display where children move up and down depending on their positive or not so positive behaviours. Storm, rain cloud, sun, rainbow and star (where 'storm' indicates that behaviours have not been positive) are frequently used as visual indicators for the children however Practitioners will adapt this system to suit the interests of the child if a child does not engage with it. If a child is moved to the Storm area this will mean the behaviours have been problematic and will be discussed with the parent/carer to discuss behaviour. Equally, if a child is moved to the Star area this means the behaviours have been exceptional and will also trigger a meeting with the parent and carer. All children start the day on the sun.

Children are rewarded if they get to rainbow or star with a sticker or if they achieve certain targets specific to them e.g. going to the toilet independently.

Positive behaviour will be encouraged by:

- Creating a positive and welcoming environment.
- Using verbal praise and the escalation system
- Encouraging good behaviour and providing support for children with difficulties.
- Agreeing and establishing golden rules
- Participating in a positive reward system, which acknowledges good behaviour.
- Communicating with parents and carers, the successes. Offering support with problematic behaviour at the setting and at home.

When children do not respond to the encouragement and expectations of Practitioners in matters of behaviour, positive action must be taken to address this.

The following actions may be taken;

- The child will receive a verbal warning before being moved on the 'escalation/de-escalation' system.
- The child may be moved down from sun to rain cloud which would act as a warning. The child would then have a chance to redirect their behaviour and move back to the sun. The Practitioner will actively look for positive behaviour to ensure the child returns to the sun as soon as possible.
- Practitioners will also talk to the child to see how they view their behaviour, so they can identify how the behaviour could be put right. The Practitioner will take on board the child's suggestions to move back to the sun, promoting the child's voice and their positive behaviours.
- If problematic behaviour continues, the child will be moved onto the storm and will be encouraged to access the reflective corner where, with a supportive adult, there will be tools available for the child to learn techniques to overcome and manage their behaviour.
- Apologies will be encouraged to those offended by any word or action and can be given verbally, or if appropriate, in affection or signing (Makaton). However, it is acknowledged that some children may take some time to reflect on their behaviour and that apologies may not be forthcoming initially, or indeed at all! Whilst it is preferable, Practitioners recognise that the child does not necessarily have to apologise to appreciate they have done something wrong.

Practitioners will ensure that the child understands that they are not the problem, but the behaviour is problematic. As Practitioners we recognise that behavioural mistakes are learning opportunities.

For repeated negative behaviours recorded within the room by practitioners, a parent meeting will be held to discuss ways forward to support the child. Practitioners will maintain a star chart to track possible triggers/reasons and help identify methods of managing the behaviours. If the behaviours still continue, practitioners will submit an initial concern form (Appendix B) to the setting SENCo and safeguarding lead, where appropriate.

Physical intervention

The term physical intervention is used to describe any physical contact by an adult to a child such as lifting, grabbing, pulling, dragging, or any form of restraint of a child. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.

Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use "reasonable force in order to prevent children from injuring themselves or others or damage property" (EYFS).

If "reasonable force" has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed (see Appendix C).

Corporal (physical) punishment of any kind should never be used or threatened which could adversely affect a child's well-being.

Partnerships with parents

We aim to create a welcoming family atmosphere at Little Owls, in order that parents, staff, children and all visitors feel at ease.

Parents are informed of a child's behaviour through daily feedback and meetings with the key worker. Parents are encouraged to discuss any anxieties with practitioners as and when they arise. In the same way staff involve parents at an early stage of any concerns or needs of their child's development.

In addition, a formal opportunity is provided three times a year for parents to discuss their child's progress and development, alongside their summative reports.

Practitioners are available to parents after each session, by arrangement. Practitioners will contact parents and carers through regular telephone contacts, regular meetings and discussions and through daily feedback; record books for under 2's.

At specific times of change, particular care is taken to build confidence and alleviate anxiety both for parents and children. We recognise that times of change can be stressful for children and we support them during these transitions.

INCIDENT FORM



Full name of child			
Date of incident		Time of incident	
Description of incident:			
Location of incident:			
Action taken:			
Further action to be taken:			
Signature of person who dealt with incident		Date	
Witness signature		Date	
Parents signature		Date	



Initial Concern Form

Name of child:		DOB:		Age:	
Member of staff raising concern:		Date concern raised:		Received by SENCO:	

Nature of concern		When/where/how often observed	
Action taken by person raising concern.		When/where/how/who	
Date.....			
Signed.....			
Action taken by SENCO		When/where/how/who	
SENCO signature:		Managers' signature:	



PHYSICAL INTERVENTION FORM

Date of Incident:
Name of child:
Details of Incident:
Parents Comments:
Parent's Name:
Parent's Signature:
Date:
Staff Member's Name:
Staff Member's Signature:
Date:
Witness Name:
Witness Signature:
Date: