

POSITIVE BEHAVIOUR MANAGEMENT POLICY

Reference: CF05

Effective date: 31.08.2012

Page no: 1 of 11

Approved: 31.08.2012

Last revision: May 2020

Revision date: May 2021



POSITIVE BEHAVIOUR MANAGEMENT POLICY

We believe that children and adults flourish best in a well-planned environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. The staff aim to support children in a stimulating environment where they can develop self-confidence, independence and self-esteem in which there is mutual respect and encouragement.

We recognise at these uncertain times babies and children may be feeling unsettled which may result in a change in their behaviour. We will ensure Babies and Children feel supported in their understanding of the COVID-19 pandemic and subsequent changes to rules, boundaries, room layout and routines including hygiene in an age appropriate and sensitive way and will work in partnership with Parent and Carers in supporting each individual child.

This Policy has been updated in line with current Government Guidance in managing the COVID-19 Pandemic within Early Years Settings (21/05/2020):

<https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures>

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

Why does unacceptable behaviour occur?

Most occasions of unacceptable behaviour occur as a reaction to something in the environment causing an emotional reaction, such as feelings of stress, worry, unhappiness and feelings of insecurity or

POSITIVE BEHAVIOUR MANAGEMENT POLICY

Reference: CF05

Effective date: 31.08.2012

Page no: 2 of 11

Approved: 31.08.2012

Last revision: May 2020

Revision date: May 2021



boredom. Other possible reasons could be testing boundaries or limits, learning right from wrong or a medical or health condition.

Unacceptable behaviour might include hitting or pushing, throwing toys and/or equipment, name calling, bullying (see appendix 2) and biting (see appendix 3).

As a setting we aim to:

- Support children's developing social skills and sense of right and wrong through the implementation of our Positive Interaction Strategy (see appendix 1)
- Maintain children's self-esteem whilst discouraging unacceptable behaviours by providing opportunities which allow children to positively express their needs and emotions.
- Understand that there is always a reason for unacceptable behaviour and to work closely with the child, parents, carers and others to resolve the cause as well as helping the child to express and control their feelings in a positive way.
- Ensure that opportunities for boredom and frustration are minimised by staff being observant and acknowledging children's individual needs, interests and abilities. Staff will then ensure that these interests are then incorporated into the planning of the curriculum and/or the environment.

Key Practices within the setting

- Ensure the safety and emotional well-being of the children at all times by providing adequate space and resources as well as listening and acknowledging each child's differing needs.
- Ensure adults provide a positive model of acceptable behaviours and avoid negative language and attitudes – stating positively and clearly what we want, not what we do not want.

POSITIVE BEHAVIOUR MANAGEMENT POLICY

Reference: CF05

Effective date: 31.08.2012

Page no: 3 of 11

Approved: 31.08.2012

Last revision: May 2020

Revision date: May 2021



- Work closely with parents/carers in supporting their child's behaviour by sharing strategies/experiences and offering guidance and assistance where necessary.
- Provide additional support to children as and when required. This may be through activities, small group times, one-to-one sessions with the child's key person/staff member or as otherwise advised by an external professional.
- Work closely with colleagues and other professionals to ensure consistency and continuity regarding strategies that work for individual children and to provide best practice in our setting.
- Provide a range of stimulating activities allowing each child to engage in activities of their interest. We believe that if children are happy and interested in the experiences available, they will generally have respect for themselves and others.
- Staff will work and support all children by getting down to their level. Staff will not talk at them but positively converse with them; they will listen, respond back appropriately, acknowledge and join in with their interests. Learning opportunities for the children will be varied, challenging and within a stimulating environment with positive role models.
- Staff will offer every child open ended choices, not closed ended options. This allows children to make positive decisions as well as engage in activities of their interest. It also allows them to be valued as an individual and supports their developing independence and confidence.
- Staff will support the children in understanding and following our 'Golden Rules'. There will generally be no more than four rules and these will be displayed in all the rooms as well as shared with the parents/carers. Our 'Golden Rules' generally follow the subjects of 'Stay Safe', 'Be Gentle', 'Be Kind' and 'Work Together'.
- Staff will praise all children's efforts as well as their achievements; this will allow children to feel valued and respected for their efforts.

POSITIVE BEHAVIOUR MANAGEMENT POLICY

Reference: CF05

Effective date: 31.08.2012

Page no: 4 of 11

Approved: 31.08.2012

Last revision: May 2020

Revision date: May 2021



- Staff will ensure that when speaking to a child about unacceptable behaviour they will use positive language with the aim to discourage the unacceptable behaviour. We will ensure that the child understands that our concern is with the behaviour rather than with them as an individual. Letting the child know this will help them feel confident enough about themselves, encourage them and support them in thinking about or changing their behaviour.
- Occasionally a child may need some 'thinking time' away from an activity or a situation to either calm down or for the staff member to support another child that has been involved in the incident. The child will be told why the 'thinking time' is being given and where appropriate a staff member will sit with the child. The 'thinking time' session will generally be a minute for every year of their age. Staff will at the end of the period ensure that the child has acknowledged the reasons for this form of action and then be encouraged to positively move on.
- If a child has intentionally hurt another child or adult they will be encouraged to apologise once the situation has been positively dealt with. This may be verbally or non-verbally, such as a hug or physical gesture dependent on the child's abilities (in this present time we will encourage a social distance hug, high five, or a wave). If the child is unwilling to apologise a staff member may apologise on the child's behalf to give closure to the incident. A reminder of our Golden Rules will follow on from this at a later stage.
- The child/adult who has been hurt will be encouraged to communicate in whatever way possible that they didn't like the behaviour shown towards them and how it made them feel. This may be through the aid of feelings cards/faces or a physical gesture like holding the hand up in a 'stop' sign if they cannot communicate verbally.
- Any incidents that result in another child/adult being hurt will be recorded on an accident and injury form. The information recorded will be shared with the parent/carer and they will be asked to sign the form at the end of their child's session. The parent/carer must remember that we cannot give any information about any other child in the setting

POSITIVE BEHAVIOUR MANAGEMENT POLICY

Reference: CF05

Effective date: 31.08.2012

Page no: 5 of 11

Approved: 31.08.2012

Last revision: May 2020

Revision date: May 2021



as the situation has already been dealt with. The reason that we share this information is to allow a consistent and positive approach in supporting the child to overcome this behaviour.

- If the behaviour is on-going staff will positively work with parents/carers at all times to ensure that those involved in the child's care provide a consistent approach.
- Staff will never smack a child. Any form of physical punishment on a child in the care of the setting will not be tolerated under any circumstances.
- Staff will not shout at a child. Occasionally they may have to raise their voices to get a child's attention; this will usually be to stop an incident or accident occurring.
- Staff will only use physical intervention as a last resort and only if there are reasonable grounds for believing that immediate action is necessary. For example, to prevent a child from significantly injuring themselves or others or to prevent serious damage to property, e.g. a child being physically aggressive towards themselves or another while upset. Physical intervention will be used for the minimum amount of time and with the minimum amount of force.
- Staff will consider the emotional impact of physical intervention on the child, witnesses and staff and offer support and debrief afterwards as appropriate. The incident will be recorded and parent/carers will be informed.
- As a positive way forward and with the parents/carers consent our settings Special Educational Needs Co-ordinator (SENCo) will be asked for support and guidance. This will allow partnership working to take place and written targets to be set via an Individual Education Plan (IEP), allowing a consistent approach in the home and service that is being provided. Regular review meetings will take place to acknowledge achievements as well as identify further areas of development.

POSITIVE BEHAVIOUR MANAGEMENT POLICY

Reference: CF05

Effective date: 31.08.2012

Page no: 6 of 11

Approved: 31.08.2012

Last revision: May 2020

Revision date: May 2021



- If external support is required, parents will be asked to sign a slip giving their consent. The support will allow each person to work in the best possible way with the child and set appropriate targets to enable the child to positively engage and express their feelings.
- If all procedures, techniques and strategies have been exhausted and there is no improvement over time, we may have to re-evaluate whether we as a setting are fully able to meet the child's needs.

Expectations from Parents/Carers

- To work in partnership with us, ensuring we are informed of any relevant information which may affect your child's behaviour and well-being, such as changes at home, your child being unwell or sleep deprived.
- To understand we are unable to share information about any other child and to respect this by not putting staff under any form of pressure to share confidential information.
- To work in partnership with us in sharing positive strategies and techniques with regards to managing unacceptable behaviour to ensure a consistent approach is maintained at home and in the setting.
- Keep open and honest lines of communication with us. We understand children may go through stages or patterns of behaviour which can be worrying and at times difficult. By sharing your thoughts, concerns and worries we can work together and agree the best way forward in the best interests of the child.

Our named Behaviour Management staff member is Sophie Freyer.

The setting aims to support each and every child. Our aim is to work in partnership with all parents/carers in a positive manner allowing each child to fully develop and thrive in both the home and in the services that we provide.

POSITIVE BEHAVIOUR MANAGEMENT POLICY

Reference: CF05

Effective date: 31.08.2012

Page no: 7 of 11

Approved: 31.08.2012

Last revision: May 2020

Revision date: May 2021



Appendix 1

Positive Interaction Strategy

Why do we have a strategy?

- ☺ To support children's developing social skills, such as taking turns, sharing and listening to each other.

- ☺ To support children in developing an understanding of theirs and others feelings.

- ☺ To ensure children feel safe and secure with clear boundaries and expectations.

- ☺ To support children in building positive relationships with others.

- ☺ To ensure a calm, consistent and positive approach.

- ☺ To share with parents and carers as a tool they may also use away from nursery.

POSITIVE BEHAVIOUR MANAGEMENT POLICY

Reference: CF05

Effective date: 31.08.2012

Page no: 8 of 11

Approved: 31.08.2012

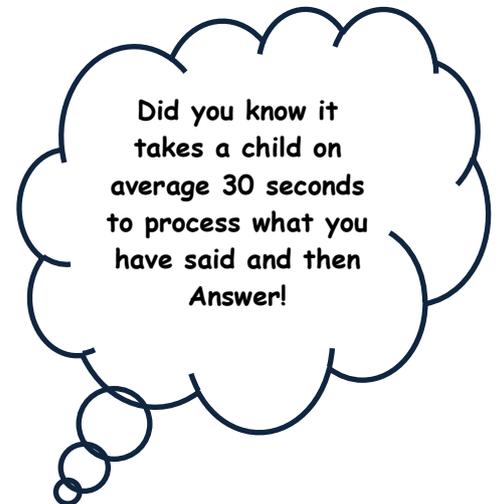
Last revision: May 2020

Revision date: May 2021



Step 1

- Go to the child (at this current time stay at a safe distance where possible).
- Get down to their level ensuring you are in a position where they can clearly see and hear you.
- Ask child clearly to 'Please Stop'
- Use the hand signal 'Stop'



In the case of a dispute or argument support the child in saying what the problem is...

'Oh, I can see you both want the ball....'

Step 2

- If no solution is found.
- Offer a choice-ensure this clear and simple language is used.
- Repeat choice up to 3 times to ensure understanding-ensure adequate time is given for the child to respond.

'I am a bit worried the mud may go in Bill's eye. You can choose to stay here but you need to keep the mud in the tray or you can go and play with something else? What are you going to do?'

Step 3

- If the child is unable to make a choice then the adult will make the decision

'I think it is time to leave the mud and play somewhere else'

- If the child struggles to accept this provide a quiet, calm space for reflection with an adult nearby.
- Offer choice again.

'What do you want to do now?'

POSITIVE BEHAVIOUR MANAGEMENT POLICY

Reference: CF05

Effective date: 31.08.2012

Page no: 9 of 11

Approved: 31.08.2012

Last revision: May 2020

Revision date: May 2021



Step 4

If children regularly reach step 3 or need further support, we will work with parents and carers to develop an Individual Plan of support.

Appendix 2

Bullying:

Definition of Bullying:

'A persistent and deliberate attempt to hurt or humiliate someone'

Bullying can exist child to child, adult to child and adult to adult.

- All staff have a responsibility to foster an anti bullying ethos within the setting.
- All staff understand that all children need clear boundaries and guidance as to what is acceptable behaviour and what is not.
- Bullying will always be investigated whether it is with children or adults.

Key Practices:

- Staff will always intervene in a productive way where bullying is observed.
- Children are encouraged to report incidents of suspected bullying to a member of staff.
- Incidents of bullying will be reported to parents as part of our incident reporting procedure. This is to allow us to work positively in partnership to support the child in a consistent manner.

POSITIVE BEHAVIOUR MANAGEMENT POLICY

Reference: CF05

Effective date: 31.08.2012

Page no: 10 of 11

Approved: 31.08.2012

Last revision: May 2020

Revision date: May 2021



- Where necessary and with the consent of the parent/s, outside agencies will be contacted to seek advice and guidance.

Appendix 3

Incidences of Biting

Evidence suggests that up to a quarter of all children will bite others at some stage. We understand this can be a difficult situation for parents/carers whether your child has been bitten or is biting others.

Why do some children bite?

- Teething-swelling gums can be painful and cause discomfort; this can be relieved by biting or chewing something.
- Exploration-babies and young children explore the world around them using their senses; young children do not always know the difference between gnawing and biting someone.
- Attention-when children are in situations where they feel they are not receiving enough attention biting can be a quick way of becoming the centre of attention.
- Frustration-children can be frustrated by a number of things, such as, wanting to be independent and do things for them selves and not having the vocabulary to express themselves clearly. This can lead to biting as a way of dealing with this frustration.

Key practices within the setting

For all incidences if biting, whether an isolated or recurring incidence, we will work in line with our positive behaviour policy and positive interaction strategy.

POSITIVE BEHAVIOUR MANAGEMENT POLICY

Reference: CF05

Effective date: 31.08.2012

Page no: 11 of 11

Approved: 31.08.2012

Last revision: May 2020

Revision date: May 2021



- We will monitor behaviour and identify any possible triggers and then make changes to reduce or eliminate such triggers, such as ensuring adequate resources to reduce disputes.
- We will provide support for both the child who has bitten and the child who has been bitten.
- We may encourage the child to take part in activities which help release frustration, such as play dough or other physical activities.
- We will seek the advice of other professionals if the behaviour remains ongoing after other strategies and techniques have been introduced.

What happens if my child is bitten?

- Your child will be comforted and reassured
- The bite wound will be washed with warm soapy water and cleaned with an antiseptic wipe.
- If the wound is bleeding, it will be allowed to bleed and not covered to reduce the risk of further infection.
- If the bite has broken the skin, you will be contacted by telephone and advised to seek medical attention as recommended by the Health Protection Agency. This could be through your GP or an Accident & Emergency department.
- An accident and incident form and biting form will be completed and shared with you; information included will be the time the injury occurred and treatment given.

What happens to the child who has bitten and blood has been drawn?

Your child will only need to seek medical attention if the setting staff advise you to do so as they will be aware of any health risks that may impinge on your child's health.