Achieving Positive Behaviour Policy

1	Summary	Achieving Positive Behaviour				
2	Responsible person	Catherine Cruickshank/Margaret Dennis				
3	Accountable SLT member	Caroline Knight				
4	Applies to	☒All staff ☐Support staff ☐Teaching staff				
5	Who has overseen development of this policy	Caroline Knight, Margaret Dennis and Governors				
6	Who has been consulted and recommended policy for approval	Governors				
7	Approved by and date	16.11.22				
8	Version number	3				
9	Available on	Every	☐Y ☒N	Trust website	☐Y ☒N	
				Academy website	☒Y ☐N	
				SharePoint	☒Y ☐N	
10	Related documents (if applicable)					
11	Disseminated to	☐Trustees/governors ☒All staff ☒Support staff ☒Teaching staff				
12	Date of implementation (when shared)	16.11.22				
13	Consulted with recognised trade unions	☐Y ☒N				

Contents

1. Introduction

1.1. Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects.

1.2. Little Jumping Beans has a named person (Catherine Cruickshank) who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. In our setting Catherine works with children, parents and practitioners to promote positive behaviour.

2. Aim of the policy

2.1. Our aim is to help the children learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects, through developmental tasks that require support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within our programme for promoting personal, social and emotional development.

3. Implementation of the policy

Strategies for positive behaviour

- Desirable behaviour for example sharing, helping each other and caring for the area around them may be rewarded by the use of non-verbal contact e.g. eye contact, smiling, clapping etc. or verbally by using positive praised. This can be implemented either individually or within group recognition and encouraging others to follow this good example.
- The use of language used by staff will be consistent, for example 'You need to …'
- Staff will model desired behaviours and support children to carry these out in our setting.

- Staff can use rewards such as stickers, certificates and small prizes.
- Achievements will be shared with other children, adults and parents/carers as appropriate to the child.
- Engaging children in planned activities in groups or individually which require co-operation from the child. For example, role play, music and movement.
- Activities are organised by staff prior to the start of sessions so that maximum interaction with children can be achieved.
- Encourage children to take turns and listen to each other in play, through adult-led activities or through storytime.
- The environment is arranged to implement minimum conflict.
- Time is made available for 1:1 conversations with children and practitioners take time to speak and listen to the children as they arise.

Strategies with children who engage in inconsiderate behaviour
- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response. Practitioners may also observe conflict between children and recognise that children can sometimes resolve their own conflicts without adult interventions. Adults will praise the children if this is observed.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property. Details of such an event will be recorded on a school contact record (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our nursery manager and are recorded in the child's personal file. The child's parent is informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

- If tantrums, biting or fighting 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 a child's attachment figure in the setting, their keyworker, is building a strong relationship to provide security to the child.
- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.

Hurtful behaviour/bullying

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them. If a child hurts another child in our setting, we will ensure that this is resolved through talking through the incident, linking to feelings, modelling through role play how to resolve the situation. We will teach the children between 'right and wrong'.

Biting is not uncommon amongst 2 year olds and even with our high ratios of staffing and attention towards the children it is still virtually impossible to prevent biting incidents from happening. We have available an information leaflet which can inform parents/carers reasons why a child may bite, preventative steps and do's and don'ts. We understand that it can be upsetting as a parent/carer if your child has been bitten by another child or if your child has bitten another child. We will make sure parents/carers are informed of any incident involving biting with their child. If biting is a concern, we will work closely with the parents/carers to find a solution to the problem.

The school's anti-bullying policy explains clearly that all incidents of bullying are investigated and parent/carers are informed about what has happened. The Deputy Headteacher is the anti-bullying coordinator. All bullying is recorded and monitored to ensure that it is eradicated in our setting.

4. Parental Involvement

When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. Parents are consulted and a meeting is arranged with the Keyworker, Catherine Cruickshank and the parent/carer to discuss strategies and ways forward. The type of behaviour is discussed and a plan is put into place with the strategies agreed and how it will be monitored and supported, this may include reward charts/cards. (All practitioners are informed of the agreed strategies for the behaviour of the child). The plan is updated or changed as needed with discussion between the parent/carer, Keyworker and Catherine Cruickshank.

Parents/carers may sometimes need support with behaviour at home, this can be through a discussion with Keyworker/Catherine Cruickshank and reward cards/charts put into place. Practitioners may also refer to the Health Visitor for support at home or through referral to Early Help after discussion with parents/carers.

5. **Role of the named behaviour practitioner**
   - Liaise with parents/carers and keyworkers to discuss behaviour.
   - Write plans for the behaviour causing concern.
   - Keep up to date with training on promoting positive behaviour.
   - Contact relevant outside agencies that children/families may need to be referred to.
   - Monitor practitioners to ensure consistency in managing behaviour.
   - Ensure all practitioners, visitors and students who visit show a positive model of behaviour with children and adults.
   - Familiarise all new practitioners and volunteers with the setting's behavioural policy and the guidelines for promoting positive behaviour.
   - Work in partnership with parents/carers.