

PROMOTING POSITIVE BEHAVIOUR

GENERAL

The nursery has a designated and experienced person for behaviour who works closely with the Childcare Manager and is responsible for promoting positive behaviour. This is addressed by the nursery's policy of promoting children's personal, social and emotional development, their self-esteem and positive self-image.

Where children are supported by familiar adults who model appropriate behaviour and where they are valued and feel secure, children will make friendships and develop positive dispositions to learning.

Some children, especially those who have had negative experiences, may display challenging behaviour. In partnership with parents/carers and establishing consistent boundaries in an atmosphere of warm acceptance, this behaviour needs to be addressed.

Working with the parent/carer behaviour coordinator and key person, strategies developed for the child should be appropriate to the age and level of understanding of the child. Adults need to have an understanding of the emotional needs that can underlie a child's poor behaviour as well as an understanding of the impact that the setting itself can have on the child's behaviour.

Strategies that promote positive behaviour -

- Building secure relationships with familiar adults shows a positive regard for the child and allows the child to feel acknowledged and affirmed which in turn promotes self-assurance.
- Building relationships between other children in the nursery promotes a strong sense of belonging.
- Planning appropriately the day, activities and environment to support children's all round development.
- Recognising that behaving appropriately is a skill that children have to learn and therefore need to be helped to do so.
- Avoid praising children for behaviour that pleases adults, and praise children for behaviour such as helping another child, sharing or waiting. Adults should also recognise when a child is trying to master behaviour.
- Avoid using negative terms to describe a child's undesirable behaviour and instead see these as failed attempts to attain a skill that the child may need help and support to accomplish.
- Avoid noticing more negative behaviour but focus on the positive behaviour.

- Recognise that separation anxiety and feeling overwhelmed can be causes of stress in two year olds, as well as intense feelings that they cannot yet control.
- Understanding that very young children do not have the vocabulary to express themselves and that they are struggling to accomplish things. This can be a frustrating time and may cause adverse behaviour.
- Allowing time to finish playing without being interrupted by something the adult sees as important but the child has no interest in.
- Having a positive understanding of the gender differences in learning styles between boys and girls and providing challenging activities to suit the more active learning style of some boys
- Ensuring that all food and drink provided does not contain any caffeine, colouring or high amounts of sugars or additives.
- Never shout at, isolate or humiliate a child, never punishing them by taking away a toy; removing them from the group, using a 'naughty chair' or physical/corporal punishment of any kind at any time.
- What to do when a child is behaving inappropriately:
 - In the event where another child has been hurt or upset, talk quietly to the children, offering support and comfort to both the aggrieved child and the child who caused the grief. It is essential to address their emotional states and try to find a solution for both children.
 - Encourage the aggrieved child to verbalise how they feel and encourage the offending child to listen. Ask both children to think and suggest another way to sort out the issue.
 - Help the offending child not to repeat the behaviour. For example, if they are disruptive during story time, ensure a familiar adult is sitting next to them and distract with props.

What to do when behaviour starts to cause concern:

Regularly observe the child in order for the key person to build up an all-round picture of the child and identify the behaviour causing concern.

The key person should work with the behaviour coordinator carrying out observations using a behaviour recording sheet. Good behaviour should be recorded as well as the behaviour that is disruptive, dangerous or that results in injuring another child or adult. At least two weeks observation is needed in order to gain a clear picture.

The key person and the named behaviour co-ordinator meet with the parent/carer to discuss the concerns and to ascertain why these behaviours may be occurring.

At this meeting, a strategy for dealing with the challenging behaviour both at home and within nursery will be agreed upon by the parents/carers.

Other nursery staff should be informed of the agreed strategy and clear in their role to carry it out.

The strategy is monitored and reviewed regularly until an improvement is noticed.

If the behaviour continues to give cause for concern, the involved adults, including the child's parents/carers may agree to refer the child for specialised help via the Early Year's Assessment Team.

Physical intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour, this should be recorded and parents informed about it on the same day.