

**Current Policy Date:** January 2018

**Review:** Every 3 years

**Date of Next Review:** January 2021



## Guidelines for Promoting Positive Behaviour

### Promoting positive behaviour

We will model the behaviour, which we hope to promote

- Treat each other and the children with respect and kindness.
- Promote positive behaviour sensitively
- Focus on the positive, remembering that a child may only have been told what not to do.
- Demonstrate the value of good models of behaviour through praise
- Acknowledge children's feelings – "I can see you are very angry about that" ... "You look really sad".
- Encourage everyone to be respectful of each other's property and that of the school.
- Expect children to care for equipment and put it away tidily.
- Encourage self respect, and respect for others and our environment.
- Encourage everyone to move quietly and calmly around the Nursery.
- Ask that everyone tries to be kind, considerate and aware of the needs of others.
- Liaise with parents/carers to establish shared expectations and consistency of approach.

### Supporting behaviour

Sometimes children, for whatever reason, find it hard to follow the guidelines. Where this happens it is important that staff deal with the incident calmly and let the child see that we are unhappy with the **action** and not with the **child** her/himself. **i.e. that it is the behaviour that is wrong, not the child that is bad.** Where a child repeatedly ignores the guidelines we will recognise/acknowledge the problem, stop the child and make them aware of the problem. The first approach that we will use is conflict resolution. Try to say what you want to happen not what you don't want to happen.

#### Strategy adopted when there is conflict between children and/or equipment

Adults are not always clear what triggered a conflict, who was responsible or what to do next. When children encounter conflict with one another during their everyday experiences, we can use these steps to ensure there are positive outcome to disputes. We use a conflict resolution process to help children learn to:

- Express their needs and feelings
- Hear and respect others points of view
- Express ideas and experience the give and take of relationships
- Develop a desire to engage in positive social behaviours
- Feel in control of the solution and outcome
- Experience successful cooperative solutions
- Develop trust in adult and other children
- Understand how to make constructive choices
- Experience feelings of competence

**Step 1 Approach calmly – Conflict resolution**

(Put yourself at the children's eye level stop harmful actions or language – If concerns toy or equipment let the children know that you need to hold the object) Where possible, put your first focus on the child who has been hurt. Show the child positive care and attention. Comfort the child. When the child is feeling calmer, you might turn to the child who has done the hurting:

**Step 2 Acknowledgement of feelings (adult to explain)**

(You are both upset) "Can you see, that hurt her? She is very sad/angry. "No hitting". "When you hit people, it hurts them". "We use kind hands"

**Step 3 Gather information**

(What's happening – gather information from both)

**Step 4 Restate the problem**

(Clarify issues – use simple language check that you have identified the problem correctly)

**Step 5 Ask for ideas solutions**

(Give them time – if share – explore so that agreed actions are understood - Ask others for an idea)

**Step 6 Offer follow up support**

Stay with situation and praise appropriate actions.

**Strategies adopted when a child's behaviour is challenging**

- Get down to the child's level where possible. Show concern for the child. Make eye-contact where possible. If eye contact not possible, then ensure you are speaking so that the child can hear you.
- Ensure that you have the child's attention use their name.
- Keep what you say focused and to-the-point.
- Speak calmly and don't raise your voice.
- State positively what you want or need. E.g: "I need you to move around safely indoors." - "I need you to come down from there, you may fall." Try to say what you positively need, wherever possible.
- Be firm and clear but avoid a direct power struggle.
- Be clear use simple words or phrases. Try not to keep talking or repeating.

**Strategies for dealing with dangerous, or harmful behaviour**

- It is important that we clearly signal the unacceptability of dangerous behaviour, and behaviour which harms others.
- If a child is in immediate danger you may need to change the tone of your voice to be heard. Say child's name and 'stop' firmly and clearly. If necessary call for support when you need it. "I need you to put the stick down now. It's sharp and that could hurt someone."
- All staff will deal consistently with children when they have seen repeated dangerous behaviour. In this case, the child will be removed from the situation and given thinking time for up to 2 minutes using a timer. Small timers are to be used for this, not the play timers.

## Repeated patterns of behaviour

If a child is consistently repeating the same difficult behaviour, or targeting a particular child, then you must make other staff aware as soon as possible. Issues like this may be approached by:

1. Raising staff awareness/vigilance.
2. Looking at “triggers” (e.g. is it always at tidying up time?) and acting to prevent the difficult behaviour occurring (e.g. giving child positive attention at that time.)
3. Evaluating the curriculum/expectations on the child and making adjustments.
4. Meeting with the parents, in order to gain an understanding of the child’s behaviour and develop agreed joint strategies to manage the difficulties.

## Apologies

It is not age appropriate to ask children to say sorry. Instead adults will model eg “I am sorry this has happened”, “I am sorry you have been hurt”.

**When behaviour continues to be difficult, you will need to discuss with the SENCO and a GAP (graduated approach plan) may be adopted. We will seek advice through other agencies if appropriate. Please remember that in rare cases if physical intervention (see Physical Intervention guidelines) is used, it must be recorded and the parent must be informed.**