

Colleges Nursery & Family Centre

POSITIVE BEHAVIOUR POLICY

At Colleges Nursery and Family Centre we believe good behaviour is essential to learning. It is the role of staff, parents and carers to develop and promote an environment which teaches and reinforces good behaviour and we will support each other in achieving this in an atmosphere of mutual respect.

“Good behaviour is another skill that children need to learn like any other.”
Pre-School Support Service

Positive behaviour is established through

- appropriate use of language
- positive adult role models
- encouraging good relationships between children
- partnership with parents/other services

Appropriate use of language

- When observing children staff acknowledge and find opportunities to praise good behaviour
- adults talk with children about their behaviour stating positively the appropriate behaviour e.g. “Walk in the nursery.”
- adults aim to give some element of choice for the child e.g. “Which sand will you tidy, the wet or the dry?”
- adults refer to the behaviour and do not label the child “Can you see that your friend is upset if you take the train from them?” (We don’t say “You’re naughty.”)
- adults work with children to identify and name their emotions and other children’s emotions “I can see you’re feeling sad.” “It looks like
- adults give the children words to sort out their own problems

Positive adult role models

- all adults working in the centre model appropriate behaviour e.g. children learn to listen to each other by watching adults listening to others
- it is all the adults’ responsibility to set clear expectations of behaviour to enable the children to feel secure
- students, supply staff and voluntary helpers work with staff, referring situations when necessary to ensure a consistent approach to behaviour
- adults ignore unwanted behaviour, if safe to do so, highlighting the appropriate behaviour and distracting the child when necessary

Encouraging good relationships between children

- adults encourage children to support one another
- adults encourage children to respect each other and develop positive self-esteem
- children are supported in developing self-discipline and being responsible for their actions

Partnership with parents and other services

- centre staff liaise closely with parents and other services e.g. Health and Social Care to establish consistent approaches to encourage positive behaviour
- parents have an opportunity to discuss managing their child's behaviour and receive guidance when necessary on an individual basis or through group training sessions e.g. "1 2 3 Magic" or "Raising Children"
- when necessary incidents are recorded and shared with appropriate adults including parents/carers

Where intervention is necessary the following strategies may be used, according to the situation:

1. **“Approach calmly:** Observe as you approach, prepare yourself for a positive outcome. Be aware of your body language: it says a lot about your intentions and feelings. It is important to be neutral in order to respect all the points of view. If you do not feel able to stay neutral, use an 'I' statement ("I'm so angry because hitting hurts people.") and delay the problem-solving process until you are able to be neutral.
2. **Acknowledge feelings:** Give recognition to the feelings the children are expressing by using simple, descriptive words (you seem angry, sad, upset). Reflect the intensity of their expressions as well (you are very, very upset). This will help the child 'let go' of the feelings, perhaps resulting in a brief increase in their intensity, before their feelings subside. This 'emptying out' is important to do before the child can think clearly about solutions. Once this is done, let the children know you think that they can work out a way to solve their problem.
3. **Gather information:** Tell the children that you want to hear from each of them. Ask open-ended questions that help them describe the details of the actions or materials that are part of the problem (not "Why did you do this" or "How do you think she feels?" – that's too abstract). Listen carefully for the details and needs; they are the key to finding the solution e.g. "I wondered what happened?"
4. **Restate the problem:** Using the details and needs, as children have described them, restate the problem, clarifying any issues by asking for more detail, and reframing any hurtful language ("You can't play 'cause I hate you" can be reframed, "You seem very angry and do you want to play on your own"). Check with the children if they agree that you have identified the problem.
5. **Ask for ideas for solutions and choose one together:** Respect and explore all the children's ideas, even if they seem unrealistic, considering how each might work. Help children think through the specifics of cause and effect so that complicated or general solutions become concrete and possible to do. Children may suggest, "They can share." This needs further exploration so that a set of actions that will happen is clear.
6. **Be prepared to give follow-up support:** Children may need help in implementing the solution or difficulties may arise because one of the children is still carrying angry feelings that need further acknowledgement. Check with each of the children to see if the problem has been solved, especially children who have been very upset."

Intervening Early, Promoting Positive Behaviour in Young Children (Nicky Hutchinson and Hilary Smith), David Fulton Publishers, 2004

“Examples of behaviour

Children explore a variety of behaviours at this age. Most we consider ordinary, particularly when they are new to the Centre. Staff expect to deal with behaviours such as inappropriate shouting out, having a tantrum, snatching and walking away at tidy-up time etc. Intervention will be mild and may include one of the following:

- using a positive statement, e.g. “If you want to throw something you could go into the garden and throw a ball”
- explaining our concerns, e.g. “I’m worried, if you lean back on your chair you may fall over”
- giving them choices
- having a group discussion about acceptable/unacceptable behaviours

Staff will deal with more serious misbehaviour by:

- labelling the behaviour not the child, e.g. saying “I don’t like it when.....” or “It’s not okay to
- using non-confrontational language, e.g. “When sand is thrown
- using a short ‘time out’ on a chair or in another room e.g. up to a maximum of four minutes
- informing the parents/carers

Supporting the child may involve setting up an Individual Behaviour Plan (IBP) with specific targets related to behaviour.

Examples of behaviours which we consider serious:

- racist remarks
- inappropriate touching
- biting or spitting at other people
- threatening behaviours
- persistently hurting others

Our actions will reflect the severity of the incident but we will manage the behaviour without being blameful or punishing the child. Staff use their judgement on an individual basis when intervening. Our interventions MAY include one or more of the following:

- removing the child from the situation
- when emotions have subsided, encouraging the child to face up to the hurt they have caused
- restraining or holding them if they are a danger to themselves or others (see below for physical interventions)
- seeking support from other staff where appropriate
- in certain circumstances we may phone the parents/carers and request that they collect their child.

Serious incidents may result in a meeting with the Headteacher/keyworker/parents to discuss the way forward. Occasionally, a shortened day may be more appropriate in order that the child’s experience of school remains positive.

Physical Interventions

On the rare occasions when we may need to restrain or move a child for their own safety or the safety of others, we will inform parents and ensure that we follow the guidelines and training we have received.

Parents and carers are an integral part of our wider community. We will work closely with all our parents and carers in implementing our Centre's positive behaviour policy.

We aim to:

- share our expectations of behaviour at the Centre during the settling in period
- talk to parents about any aspect of their child's behaviour which is causing concern
- be fair, non-judgemental and consistent in our dealing with behavioural issues at the Centre
- offer support to parents and carers in managing their child's difficult behaviour by offering parenting support or getting advice from outside agencies

We expect parents to:

- communicate any significant changes in circumstances that may affect their child's behaviour in school, e.g. new baby, moving house, bereavement, divorce, separation and hospitalisation
- reinforce expected behaviour to their child by talking to him/her when at home
- support the Centre staff in implementing the Centre's behaviour policy."

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In exceptional circumstances, advice and support from other professionals e.g. educational psychologists, may be necessary to work effectively with a child and their parents/carers. In such situations a child may have an Individual Education Plan (IEP) or an Individual Behaviour Plan (IBP), specifying their needs and identified targets to improve their behaviour.

All children are respected and valued without discrimination.

We are committed to a partnership approach with parents, working closely together to foster a consistent approach to positive behaviour.

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