

Positive Behaviour Management Policy and Procedures

All children and adults attending Kintore Way Children's Centre have the right to be treated with respect and to be in an environment which is calm and safe. This policy takes into account guidance from the Early Years Foundation Stage and the DCSF document, Social and Emotional Aspects of Learning, and links with the Centre's policies for Personal, Social and Emotional Development and Anti-bullying.

We recognise the uniqueness of each child and the need for flexibility according to need. This policy provides a range of strategies which can be used as we aim to be consistent in our approach but recognise the importance of meeting individual needs.

The Lead Person responsible for Behaviour Management is the Headteacher

Aims;

- To encourage children to have positive attitudes towards learning and themselves.
- To encourage children to be considerate of others and exercise self-discipline.
- To provide children with the skills to manage their own behaviour and solve their own problems through talk.
- To ensure children respond to boundaries with encouragement and support and understand the shared behavioural expectations of the Centre.
- To safeguard children's emotional development and well-being by establishing a safe and caring environment that supports and protects all children's right to grow and learn.
- To work in partnership with parents/carers in managing their child's behaviour at home and at the Centre.

At Kintore Way Children's Centre we aim to set up a positive learning environment where all children can progress and experience success. To support children, we ensure a range of strategies and procedures are in place.

Consistent Expectations

The following behavioural guidelines were created after consultation with children, parents/carers, practitioners and governors and will be reviewed regularly.

- 1) We are gentle – we don't hurt others
- 2) We are kind and helpful – we say nice things to each other, we smile, we tidy up
- 3) We listen – we take our turn to talk
- 4) We look after toys and books – we don't break things
- 5) We say what really happened – we tell the truth
- 6) We try new things – we enjoy learning

Parents/carers are provided with a copy of the guidelines on induction. Practitioners and parents/carers praise and encourage children when they make efforts to keep these guidelines. Practitioners use the language in the guidelines when talking to the children rather than the terms 'good' 'bad' or 'naughty'.

For example; when a child has given their toy to another child an adult might comment; “Well done, you have been **kind**, you gave the to ...” or; “Thank you for picking up that toy, you have been very **helpful**.”

Clear routines

It is important that staff teams agree consistent routines for the Centre. Photographs, symbols, visual timetables are used to support children’s understanding of the daily routines. Any changes are explained to the children and practitioners focus on supporting children who find transitions difficult.

Supporting Transitions

Practitioners give warning of impending change to the daily routines. Allow children time to finish something when they are engrossed. Provide visual symbols and auditory aides to show what is happening next. Counting down also gives children the opportunity to get ready for the next activity, session or change in routine. e.g. “When I get to I want you to put your books away.”

Tidy up times

Practitioners encourage children to put things away as they go along, before getting new things out.

Children are given notice when it is nearly tidy-up time “When this sand-timer is finished it will be tidy-up time” or “it’s five minutes till tidy-up time.”

Children are provided with a visual and auditory signal that it is tidy-up time such as; an instrument, song and sign. Practitioners are consistent across the Centre and encourage all children to actively participate during tidy-up sessions. Children are asked to turn off the computers and come off any climbing equipment. Children’s constructions can be photographed to keep a record if they need to be cleared away.

Resources are clearly labelled to support children in developing autonomy and becoming independent learners.

Providing sufficient equipment or materials

It is important to provide numerous items of the same toy so that children do not have to wait too long for a turn. When ordering new resources it is important to order a large amount of popular equipment.

Meeting all Children’s needs

Developing positive relationships between parent, child and key person is a priority at Kintore Way Children’s Centre. Practitioners gather information from parents/carers during the home visit or induction about children’s interests, development and needs. This information feeds into the planning to ensure activities provided meet the needs of the children. Practitioners observe children playing and use this information to identify next steps in their learning.

Limit setting

We are aware of having age appropriate limitations and expectations; we set realistic limits for children according to their age and stage of development. Children need choices and opportunities to succeed. At Kintore Way we want the children to learn the basic polite rules of saying ‘Please’ and ‘Thank you’ and knowing when to say ‘Excuse me’. Adults need to model, encourage and praise children.

Useful strategies to use when setting limits;

- Say what you want the children to do e.g. “I would like you to”
- Say ‘yes’ rather than ‘no’ e.g. “Yes you can have a turn on the computer when the sand-timer has finished.”
- Give limited choices e.g. “Would you like to tidy away the cars or the bricks?”
“Would you like a cracker or fruit?”
- Use “When....then” statements e.g. “*When* you have your coat on *then* you can go outside.”

Group times

Children are provided with the opportunity of meeting with their key person in a small group. These times can be used to talk to the children about their feelings or any problems they may have encountered. Practitioners encourage all children to become involved in critical thinking and problem solving. Visual images are used to support children in the early stages of language acquisition or who have English as an additional language. Children are provided with the opportunity to identify and discuss boundaries and why they are there.

Practitioners ensure group sessions meet children’s different learning styles by providing visual props and opportunities for movement. The length of group times should be long enough to sustain interest. It is important that the adult leading these sessions is already in place before the children arrive. Waiting time should be kept to a minimum. Practitioners use visual prompts to support the expectation of “Good Sitting” “Good Listening” “Good looking” and “Good Thinking” Group times need to be well-planned and flexible. Resources need to be prepared prior to the session.

Children’s Health

Children’s behaviour can be affected if they are feeling unwell, tired, hungry, and thirsty, have a poor diet or are on medication. Physical problems can mean children are unable to cope with additional stresses. At Kintore Way we provide children with a self-service morning and afternoon snack and provide drinking water. Practitioners are vigilant to children’s health and any sudden changes in their behaviour.

Rewards

At Kintore Way we want children to be motivated by the satisfaction of doing the right thing rather than for a tangible reward such as a sticker or stamp. However we recognise that these rewards may work for specific children although the plan would be to gradually move on from giving stickers or stamps. Practitioners provide children with social rewards such as; a smile, praise, a high 5, a gesture or sign or by telling another member of staff, another child and talking to parents/carers. The ‘Learning Journey’ books can be used to support behaviour by practitioners recording the positive efforts made by the children. Smiley faces etc can be drawn with a comment on the child’s behaviour. We encourage children to say positive comments about each other and talk about how they have kept the Golden Guidelines.

Supporting Children’s Emotional Development and Well-being

To maintain a positive learning environment practitioners at Kintore Way believe that children’s emotional needs must be met and supported. This is achieved through both direct and discreet teaching. Practitioners make the most of any opportunity to talk about feelings with children. During story times adults can explore the emotional content of the books they read.

Use of puppets

Puppets are a useful way of teaching emotional literacy skills. Puppets can be used to act out scenarios which may have taken place between children without it becoming personal. They can also be used to explore feelings and negative or positive emotions.

Social Stories

Social stories are used to help children understand specific social situations and how to deal with them.

Adult role

All the adults are responsible for children's behaviour and need to be pro-active in dealing with any issues.

Practitioners will:

- Provide a positive role model for the children with regard to friendliness, care, understanding and courtesy in the way they respond to the children, each other and parents/carers.
- Demonstrate and model positive behaviour especially when playing alongside children.
- Take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- Avoid shouting or raising their voices in a threatening way.
- Be aware that some kinds of behaviour may arise from a child's special needs.
- Be confident to pre-empt problems that may arise and take steps to de-escalate possible conflicts to limit their occurrence.
- Help children to understand the effects of their behaviour on others by praising good behaviour, such as consideration for another person, taking turns, sharing, and helping others.
- Shadow a child or spend quality time playing and building a positive relationship with a child who has been displaying unwanted behaviour. Make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.
- Will ensure all individuals feel respected and included, regardless of gender, race, religion, ethnicity, background, family or social circumstances.
- Ensure children are free from judgements, whether based on previous behaviour or the behaviour of other family members.
- Never humiliate, label, make fun of, or talk negatively about children under any circumstance.
- Respect that children will make mistakes and ensure that children learn from them.
- Be willing to listen to children sensitively.
- Ensure adequate supervision and interaction with children at all times to limit stressful situations.

Additional Strategies to Manage Behaviour

- **Praising Children showing appropriate behaviour**

If a child is displaying an unwanted behaviour, the adult can praise a child sitting close who is displaying the correct behaviour e. g. "I like the way you are sitting with your hands in your lap"

- **Stating the positive**

Adults aim to use positive language and focus on 'do' rather than 'don't' e. g. rather than stating "No running" the adult would say "walk inside, it is safer". Instead of saying "No, don't throw your toys" you could say "Let's put the toys in the box together".

- **Offering a choice**

Providing children with a choice can be empowering for the child. For example “.....has the orange car, you can have the blue or green one”. When going on a walk a child may be given the choice to; “Hold my hand or go back to the Centre.”

- **Diverting children**

It is important that adults intervene to prevent a situation becoming worse, an aggressive attack taking place or a child hurting themselves or another child.

Sensitive adult interaction can support children by rearranging an activity, taking the role of referee, encouraging the children to work together rather than simply saying “come and help me”

- **Express feelings**

Children have strong feelings. At Kintore Way we acknowledge children’s different emotions. We encourage children to express themselves by providing the words children need to describe their feelings e. g. “You look very angry” or “You don’t look very happy, what’s the matter?”

- **Assertiveness**

*At Kintore Way we want to provide the children with the skills to solve their own problems. If a child has behaved inappropriately towards another child we encourage the children to explain what they did not like. E.g. “Don’t pull my hair, I don’t like it” Or use “I feel” statements “**When you pull my hair I feel sad because you hurt me.**” Practitioners can also use “I feel” statements e. g. “When you won’t come when I call you I feel sad because I have to come and get you.” Children in the early stages of language acquisition can say “stop” and use a hand signal.*

- **Explaining rules**

There are times when children do not understand what is expected of them, therefore the practitioners at Kintore Way strive to explain the reasons behind the expected behaviour.

Strategies for dealing with specific unwanted behaviour

Conflict

If children have become involved in any form of conflict, practitioners at Kintore Way follow the High-scope six steps for conflict resolution;

1 Approach Calmly - Stopping any hurtful language or actions

A calm manner reassures children that things are under control and can be worked out to everybody’s satisfaction. If an object is causing the conflict the practitioner holds the object until the issue is resolved.

2 Acknowledge Feelings – Children need to express their feelings before they can let go of them and think about possible solutions to the problem. A practitioner makes simple statements like; “You look cross” or “Yes you want the bike”.

3 Gather information - Adults are careful not to make assumptions or takes sides. We ask open-ended questions to help children describe what happened in their own words. Practitioners may ask; “What happened?” or “What is the problem here?”

4 Restate the problem - Using the information provided by the children, the adult restates the problem, using clear and simple terms and, if necessary, rephrasing hurtful words.

5 Ask for ideas for solutions and choose one together - Adults encourage children to suggest solutions, helping to put them in practical and concrete terms. We accept their ideas, rather than impose our own, thus giving children the satisfaction of having solved the problem. Adults may need to model how to make the situation better.

6 Give follow-up support as needed - Adults help children begin to carry out their solution, making sure that no one remains upset. If necessary, we repeat one or more steps until all the children return to their play.

Physical Aggression

Interrupt and stop any violent behaviour calmly and firmly say “We are kind to each other” Deal with any injuries first then take the children through the six steps.

Record the incident

- a) Comfort the victim and encourage the other child to make amends, if appropriate, e.g. stroking or hugging the injured party, offering to play with him/her
- b) Talk to both children about what happened and discuss/suggest an alternative way of behaving
- c) If appropriate encourage children to re-enact the scenario with appropriate behaviour e.g. If a child has snatched a toy they could model asking for a turn instead.

Swearing

- Practitioners reinforce expectations by saying “We don’t use those words here.”
- Praise child’s use of appropriate language.
- If swearing continues this needs to be discussed with the family.

Destructiveness

- Point out what has happened.
- Encourage the child to clear up the mess or reconstruct a child’s work that has been damaged.

Unwillingness to share

- Ensure there are enough toys to avoid disputes.
- Give children permission to finish playing with a toy before being expected to hand it over to another child.
- Structure turn-taking by using a sand-timer.
- Praise children for being “kind” when they willingly share equipment.

Uncooperative child

- Give plenty of warning of activity or changes.
- Use auditory or visual prompts to pre-warn children.
- Find steps to help the child join in slowly.
- Provide a more appropriate activity.

Gun Play

- Become familiar with the programme children are acting out so that themes can be incorporated into the educational programme and negative effects can be moderated.
- Engage in the play and redirect the play to have a ‘rescuing’ or helping focus.
- Remind children to pretend play and they are encouraged to use dramatic gestures rather than physical contact, this ensures no-one gets hurt.
- Extend the play into making props to support the story lines.
- Teach ‘dramatic’ skills e.g. showing how to pretend to be trapped or frozen.
- Support children in setting limits, “If I’m not in your game, don’t shoot me”

Biting

- Focus attention on the hurt child but involve the other child in reparation if appropriate.
- Say “No” firmly, a visual aid such as a red cross can be used.
- The victim will be inspected immediately for any visible injury and any broken skin is treated by a trained first aider.
- Use language that reinforces that the biting caused pain.
- Encourage child to help look after the hurt child.
- Encourage the child to “be gentle.”
- Provide alternative and appropriate things to bite on if teething.

Serious Biting

If a child continues to bite, practitioners will track the child and make observations to identify any causes. The practitioner and parents/carers will record details and draw up a behaviour plan (see Appendix).

Practitioners ensure the biter receives cuddles, hugs and friendliness at various times of the day and reinforce that we like the child but we don't like the biting.

Tantrums

Having tantrums is a normal part of a child's development, it is important that adults remain calm. Tantrums are an expression of a strong emotion that children are learning to deal with. While a child is having a tantrum practitioners need to;

- make sure the child is safe by moving away objects;
- do not try to talk or reason with the child at this stage;
- hold the child gently if allowed;
- de-escalate the situation by talking calmly;
- reassure by saying “It will be OK.”

If a child is prone to tantrums practitioners need to identify the triggers.

Withdrawn or Distressed Children

Practitioners should;

- Work closely with parents/carers and may need to ‘resettle’ the child. Provide a visual timetable.
- Use symbols to help communicate with the child.
- Provide a bag or basket of personal items.
- Pre-warn of any changes to routines.
- Listen to the child in different ways e. g. Using puppets or small world play.
- Provide lots of opportunities for fun and laughter.

Identifying challenging behaviour

Types of behaviour that are deemed inappropriate are as follows:

- Physical abuse/violence.
- Kicking, biting, hitting, hair pulling, scratching.
- Verbal abuse, swearing, racist comments, derogatory comments or actions.
- Throwing objects in rage, spitting, deliberate destruction of Centre's or other people's property.

Consequences and Sanctions

Consequences and sanctions are used as a last resort once the above strategies have not made a difference to a child's behaviour.

At Kintore Way we tell children ahead of time what will happen if they choose to behave in a particular way. Children can then make a choice about their behaviour. If a child continues to demonstrate inappropriate behaviour they are given a warning and can be shown a yellow card. The adult might comment "This is a warning, if you choose to kick another child you will choose to miss 3 minutes of your play". If the behaviour continues the child will be shown a red card and told to sit or walk with the adult for a set amount of time (1 minute per year of age). The adult may say; "I can't let you hit/bite/kick".

If a child continues to display negative behaviour the next sanction would be to remove the child from the immediate environment and spend time in another area e.g. Another room in the Centre. On occasions such as extreme violence or language, or persistent aggressive or disruptive behaviour, senior management should be consulted.

Record Keeping

Practitioners adopt positive observational record keeping observing:

A – Antecedents (events that occurred before the incident took place).

B – Behaviour (what actually happened).

C – Consequence (what happened afterwards and how children are to be supported).

Both positive and inappropriate behaviour is recorded.

When a child has hurt another child or displayed inappropriate behaviour, a behaviour incident sheet is completed and filed. Where a child continues to display negative behaviour the key person and SENCO will work in partnership with the parent/s using observation records to establish an understanding of the cause. Parents/carers will be invited to a meeting and an Individual Behaviour plan (IBP) will be decided together. The emphasis is on improvement through positive strategies and inclusion, enhancing the child's self esteem while making clear what behaviour is unacceptable and the effect of this behaviour. Early identification of a concern is important and any sanctions must be fair and consistently applied by all practitioners.

If the situation continues to occur, and with parental consent, outside agencies may be contacted to offer constructive, confidential advice.

If a child's behaviour causes injury to themselves or others a risk assessment will need to be completed.

Class teachers and senior practitioners regularly monitor the room behaviour records and highlight concerns to the SENCO.

Records are monitored termly by;

Headteacher– for the Nursery School and Children's Centre

Deputy Head (Day-Care) – for the 0 - 3s section

Steps to take if you have a concern about a child's behaviour

- Share concerns with colleagues.
- Share concerns, strategies and plans with parents/carers.
- State clearly what is the behaviour that concerns you.
- State clearly what you would like to see the child do instead.
- Priorities.
- Draw up a behaviour plan.
- Review with parents/carers.

- Complete a CAF with parental consent.
- Seek advice from outside agencies with parental consent.

Inclusion

At Kintore Way we believe in providing care and education which meets all children's needs. We are aware that some children need additional support in managing their behaviour during their time at the Centre. Practitioners should actively encourage all children to play together and be aware of their different needs.

Practitioners are aware that children with significantly delayed language skills can become easily frustrated if they are unable to communicate their wants and needs. Staff need to use gesture, body language and supplementary signing systems to aid children's understanding. Visual materials should be used as much as possible.

Strategies to support behaviour in young autistic children

- Aim to ensure routine, structure and predictability through the day. Use visual timetables and social stories.
- Use the child's interests as rewards.
- Find new ways of using the child's interests to engage them in new learning experiences.
- Provide the child with clear boundaries.
- Share strategies with parents to ensure consistency.

Strategies to support children with attention difficulties

- Provide children with special responsibilities and encourage other children to see them in a positive light.
- Practitioners encourage parents/carers to introduce clear routines at home.
- Encourage the children to think positively about themselves by promoting positive self-talk. "You sat really well today, how do you feel?"

Physical Intervention

Kintore Way follows the statutory guidance set out in the 'Early Years Foundation Stage' and 'The Use of Force to Control and Restrain Pupils' DFES 2007.

'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 be regarded as exceptional circumstances.' EYFS P28

Physical intervention should be used as a protective measure and never as a disciplinary penalty.

Positive handling plans are written for individual children who, through a special need or disability, are assessed as being at greatest risk of needing restrictive physical interventions in consultation with parents and child. (See appendix)

Reporting Incidents

Any occasion where physical intervention is used to manage a child's behaviour should be recorded and parents/carers informed about it on the same day. Ideally it is best to telephone parents as soon as possible after the incident before confirming it in writing.

Practitioners complete an incident sheet and inform the Lead person for Behaviour Management, Headteacher and parents/carers on the same day. (See appendix)

Training

Appropriate staff receive positive handling training from local team-teach providers.

Corporal punishment

Physical punishment, such as smacking or shaking, will be neither used nor threatened. No-one is permitted to use any form of physical punishment on the premises.

Role of SENCO

- To help identify children's behavioural needs.
- To help with planning approaches to working with and supporting children with behavioural needs.
- To ensure that parents/carers are updated by their child's key person on a regular basis.
- To make sure children's progress is regularly reviewed.
- To make sure parents/carers are fully involved in the planning for their child.
- To liaise with outside agencies.
- To manage any additional funding obtained and ensure all administration is carried out.

Partnership with Parents/carers

A home-Centre agreement or contract is signed by both parents/carers and practitioners when a child is first admitted to the Centre. Discussion with parents/carers about strategies used at home is a very important part of supporting a child's behaviour at the Centre. It is important that practitioners share children's positive behaviour regularly with parents/carers especially when supporting a child who is displaying negative behaviour. Staff need to respond sensitively to parents/carers when they seek help in managing their child's behaviour.

Working with Outside Agencies

Support may be sought from outside agencies, with the parents/carers' agreement, through a referral or CAF (Common Assessment Form). Outside agencies which may be involved are;

- The Early Help Team
- Children Centre parenting interventions
- TAC (Team around the Child)
- SENCO
- CAMH's (Child and Adult Mental Health)
- Educational Psychologist
- Speech and Language Team (SALT)
- KIDS
- Home Start
- Family Action

Support for practitioners

- The positive Behaviour Management Policy is shared with all practitioners on their induction.
- Appropriate practitioners are provided with safe handling training.
- Additional training on behaviour management is provided for practitioners who wish to develop their skills and knowledge.
- The lead person for behaviour management should update their training regularly and inform the Centre of any developments.

- Good management and support from team leaders ensure practitioners are able to manage situations to the best of their ability.

Withdrawal of Place

We must acknowledge when we continue to be unable to meet a child's needs at Kintore Way Children's Centre and may in very rare occasions need to give support to parents/carers to find alternative care with the support of the local authority.

Monitoring of Policy

The implementation of this policy will be monitored by the Headteacher, Deputy Head (Day Care) and the SENCO

References:

Setting the Scene for Positive Behaviour in the Early Years
Feelings and Behaviour, A Creative Approach
Young Children's Behaviour

Jason Swale 2006
Anni McTavish 2007
Louise Porter 2003

Kintore Way Nursery School & Children's Centre

Policy Name

Positive Behaviour Management Policy and Procedures

Adopted and signed on behalf of the Centre by the Governing Body at the meeting on

Curriculum Committee -

Name of Governing Body Representative

Chair of Curriculum Committee

Signature of Governing Body Representative

Date signed _____

Date to be reviewed: Summer 2017

This Policy was written by Rebecca Sherwood and the Personal Development Working Party in 2009

The Policy was reviewed in May 2011 and again in June 2014