

Positive Behaviour Management

Our Golden Guidelines

- 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

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**."

To Prevent Behavioural Incidents staff will;

- Have Clear Routines- *Have a visual timetable displayed, Teach children the room routines*
- Support Transitions-use symbols, warnings, 'when I get to 0 you need to...'
- Support Tidy Up Time-*provide reminders when nearly tidy up time, encourage children to help, praise efforts*
- Prepare for Key Group Times- *remind children when nearly group time, settle on carpet, read a book to the children while waiting, stand at door and greet children coming in when bell rings*
- Group times- *Ensure resources prepared in advance, listen to children, praise children doing the right thing, encourage active learning, use visual aids to support "good sitting, good listening, good looking, good thinking"*
- Provide sufficient equipment/materials
- Meet children's needs-*differentiate, use interests, talk to SSA about group time/planning*
- Limit Setting
- Be aware of Health Needs
- Use Praise and Encouragement as a rewards- *avoid using stickers*
- Have plans for children with behavioural needs
- Understand children's needs
- Display guidelines and ensure children and staff know what they are
- Stay calm
- Praise good behaviour
- Celebrate success

Strategies for dealing with inappropriate behaviour

- Praising Children showing appropriate behaviour
- Stating the positive
- Offering a choice
- Diverting children
- Encouraging children to express their feelings

- Assertiveness
- Explaining rules
- Use visual aids

Conflict Resolution

ALL ACONFLICT ISSUES ARE MANAGED WITH THIS APPROACH

- 1 Approach Calmly
- 2 Acknowledge Feelings
3. Gather information
4. Restate the problem
5. Ask for ideas for solutions and choose one together
6. Give follow-up support as needed

In addition: Encourage children to re-enact scenario so that through adult support they display appropriate behaviour e.g. Asking for a toy-instead of snatching

All staff will:

- Provide a positive role model for the children
- Demonstrate and model positive behaviour
- 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 conflicts
- Help children to understand the effects of their behaviour on 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,
- Ensure children are free from judgements
- Never humiliate, label, make fun of, or talk negatively about children under any circumstance.
- Respect the fact 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
- Model and talk through expected behaviour
- Be consistent- Always deal with inappropriate behaviour, (Don't allow children to run away, use other staff to support you)
- Avoid asking children questions to which where they can reply 'no' e.g. instead of saying "Will you tidy up?" say "Do you want to put away the bricks or cars?"

REMEMBER: ALWAYS GO TO THE CHILD, BEND, KNEEL OR SIT DOWN SO THEIR EYES ARE LEVEL WITH YOURS. GAIN THEIR ATTENTION, TELL THEM CALMLY AND CLEARLY WHAT THEY HAVE DONE AND YOU DO NOT WANT THEM TO DO THAT AGAIN

Consequences and Sanctions

THIS IS USED AS A LAST RESORT

If all other strategies have not worked warn children that if that behaviour happens again they will have to miss 3 (1 min per year) of their play. A sand timer is used and child can sit on chair or walk with adult inside or outside.

If behaviour continues child can be removed to spend time in another area of Centre. Consult SMT on occasions such as extreme violence or language, or persistent aggressive or disruptive behaviour. The expected behaviour needs to be explained and demonstrated and an adult should support the child when reintroducing them back to the play.

Physical Intervention

'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.

Record Keeping

- Behavioural incidents are recorded in the room behaviour books
- Any incidents of physical intervention must be reported to parents on the same day and the Headteacher informed

Parents and Carers

- Build positive relationships with the parents of pupils with behavioural difficulties.
- Give feedback to parents about their child's behaviour –let them know about the good days as well as the difficult ones.

Kintore Way Nursery School & Children's Centre

Policy Name

Positive Behaviour Management Overview

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

Curriculum Committee - 26th May 2011

Name of Governing Body Representative

Chair of Curriculum Committee

Signature of Governing Body Representative

Date signed _____

Date to be reviewed: Summer 2014