



Behaviour Policy & Positive Interactions Strategy

Statement of intent

Our Pre-school believes that children's daily experiences and interactions form the basis of their growing understanding of the world, and shape their responses to it. We support children in developing independence and in gaining the skills to deal with their own emotions and behaviour by:

- Modelling and developing relationships that are respectful and supportive.
- Respecting and acknowledging children's ideas and interests.
- Ensuring a consistent routine and experience.
- Encouraging children to make choices.
- Accepting and planning for behavioural differences.
- Looking for 'early-warning signs' or patterns of behaviour, and taking steps to divert this away from foreseeable risks.
- Working in partnership with parents/carers and offering support (if parents/carers request it) to apply the same approach at home.

Aim

We aim to provide an environment that develops and enables children's relationships, behaviour and social learning in a positive way. To support this, we use our Positive Interactions Strategy (attached).

Methods

- We have a named person, (**Jo Williams – Team Leader**) who has overall responsibility for issues concerning behaviour.
- We require the named person to:
 - keep up-to-date with legislation, research and thinking on managing children's behaviour;
 - access relevant sources of expertise on managing children's behaviour; and
 - ensure that all staff have relevant training on managing children's behaviour. We keep a record of staff attendance at this training.
- We require all staff to model positive behaviour by treating children, parents/carers and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the Pre-school's behaviour policy and Positive Interactions Strategy.
- We expect all members of staff at the Pre-school to use the Positive Interactions Strategy, and require that it is applied consistently.
- We invite parents to use the Positive Interactions Strategy at home, and offer additional support to those who would like it.
- We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property.

- In cases of serious misbehaviour (such as racial or other abuse) we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's behaviour.
- We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development - for example by distraction, discussion or by withdrawing the child from the situation.
- If more than one child is involved, the adult will deal with the injured/distressed child first, while the other child is asked to sit in 'time out zone'. The adult will then talk to both children, using conflict resolution strategies if necessary to work through problems and talk about more appropriate behaviour.

Positive Interactions Strategy

We use our Positive Interactions Strategy to ensure that:

- children learn to express and acknowledge their own feelings and form good relationships with each other;
- children learn to share, take turns, and listen to each other;
- children experience clear, consistent boundaries;
- all parents/carers and professionals are aware of the techniques used to support children;
- we maintain a calm and positive environment that supports learning and development for every child.

In ALL of our interactions with children, we ALWAYS:

- express the positive and focus on the behaviour we DO want to see (for example: "Please listen", "Please walk", etc.)
- acknowledge, celebrate and share children's efforts and learning.
- offer appropriate comfort and contact to children who are distressed or angry, and help them to acknowledge, understand and express their feelings.
- listen to and respect what children tell us verbally, and through their emotions, actions and body language.
- encourage children to take responsibility by giving them time and support to think or talk things through and find their own solutions.
- model positive behaviours and approaches to dealing with difficulties.

In some situations, staff will intervene to set reasonable limits and expectations, and in order to support children in making choices. We use the following four steps consistently in order to give children the opportunity to consider their actions and ultimately, develop independence in managing their own behaviour. At each step, the adult always ensures that the child understands the actions and words.

Step 1:

The adult goes to where the child is, and ensures that they are on the same level. The adult says "Please stop!" while using the agreed hand signal.



If there are other children involved, the adult approaches calmly and verbalises the difficulty. Can the child or children provide a solution?

(For the youngest children, only the gesture and clear, positive instruction "Please stop!" will be used. This introduces children to the action and the clear language that will be used as their understanding develops.

Step 2:

If no solution is found, or if the child continues, the adult offers a clear choice in simple, positive language. Use gestures or actions with the words, and repeat up to three times to ensure understanding.



An example of how this might sound: "I am worried that you will fall and hurt yourself. Please come down or I will need to bring you down." Or if a child is continuing to throw sand: "I am worried that sand may go in Joe's eye. You can choose: stay here but keep the sand in the tray or go to another area? What are you going to do?"

If child stops, thank them and give some positive attention.

Step 3:

If the child is unable to make a choice, the adult will make a decision and act on it. (E.g. "You have chosen to leave the sand and play somewhere else.")

The adult will help the child to do this for up to three minutes. A choice will then be offered once again. (E.g. "What do you want to do now?" or "Are you going to stay here or be with the other children?")

If this begins to happen regularly, or if it is necessary to hold a child for his/her or others' safety, this will be recorded and reported to parent/carer at the end of the session.

Step 4:

For those children who frequently reach step 3, keyworkers will meet with parents/carers to discuss and create an individual plan.

Physical Intervention procedure

As a setting, we will consider the age of children that we work with and what appropriate approaches are regarding physical intervention.

Physical intervention will only be used as a last resort if all other strategies detailed in this policy have not been successful and only if there are reasonable grounds for believing that immediate action is necessary to prevent a child from significantly injuring themselves or others or to prevent serious damage to property. E.g. a child running across the road; a child being physically aggressive towards themselves or others whilst upset.

Staff will first consider distraction, withdrawing adults and children and making the environment safe.

Physical Intervention will be used for the minimum amount of time and with the minimum amount of force.

Staff will consider the emotional impact of physical intervention on the child, witnesses and staff and debrief afterwards as appropriate.

Recording

Behaviour management issues will be recorded on an incident record. The record will be written in a non-judgemental manner, be confidential, accurate and signed by the member of staff involved and the parent/carer. If physical intervention has been used, an incident record must be completed in detail and the parent/carer needs to be informed on the same day. Staff will also ensure it covers any observed triggers; others involved; witnesses; type of physical intervention used; for how long and to what force. Any injuries obtained by children or staff as a result of physical intervention will also be recorded in the accident book.

This policy is to be reviewed annually.

Date agreed:

Review date:

Name:

Signature:

Role of signatory: