



Achieving positive behaviour

Achieving positive behaviour policy statement

Coaley playgroup aim to provide a positive and consistent environment in which children are able to play and learn. We also work in partnership with parents by communicating and offering advice and support, especially when dealing with behaviour issues.

It is recognised that all children behave in different ways and that changes in behaviour are usually a result of a change in their environment or a developmental stage.

Introduction:

All staff are responsible for ensuring that the 'Achieving Positive Behaviour policy' is understood and is consistently implemented and shared with parents.

A safe, caring and happy environment enables maximum learning to take place.

within Coaley village playgroup, the role of the all staff is to explain, model and ensure all children understand the expectations of the setting with regards to behaviour by promoting emotional, social and cognitive skills in young children. The key person has a particularly important role to play within the team, ensuring that there is excellent communication with parents and other members of the team about any issues, which may arise with individual children. Coaley playgroup must make provisions for the development of these skills.

Coaley playgroup encourages the development of 'positive behaviour' such as:

- **Emotional Intelligence:** promoting the management of feelings and behaviour.
To help children develop emotional intelligence, you have to a) recognise their emotional needs and b) acknowledge them by articulating them.
- **Social skills:** Social development will happen every day through the use of structured group play to encourage positive and respectful relationships. Young children learn by playing, listening, watching, asking questions, and doing.
- **Cognitive skills:** increasing self-confidence and self-awareness
To develop reasoning and problem solving (i.e. cognitive skills), practitioners must plan and make use of activities, which are structured as well as free play, and plan games that encourage curiosity.

Encouraging positive behaviour

Positive behaviour is promoted through:

- Praise, rewards and encouragement, i.e. thumbs up, a pat on the back, smiles, stickers & positive language.
- Using it as an example to others to promote desired behaviour.
- Modelling and developing social skills such as: sharing, manners, hygiene and taking turns.
- Encouraging children to take responsibility for their own behaviour and that of others, i.e. supporting a child to tell another child 'please don't do that, I don't like it'.

We have a variety of strategies that we use to deal with unwanted behaviour.

These vary according to the age and stage of the child, the situation and other factors such as tiredness.

These include:

- Verbal warnings with explanation
- Removal of equipment
- Distraction
- Removing of child from situation
- Reminders
- And if appropriate time out.

However, our focus is always on promoting positive behaviour and the prevention of unwanted behaviours. If a child is showing persistent behaviours that are not typical to their age/stage we will then take the following steps.

- Begin to observe both positive and negative behaviours over a given period using the ABC sheet and longer focussed observations.

In the Early Years observing children is key for assessment. The following questions must be taken into careful consideration as children below the age of 5 are still developing their prime areas.

Important Information regarding behaviours can be gathered such as:

1. When does it happen?
2. How often does it happen?
3. How do people respond when it happens?
4. When does the child not behave like this?
5. What is the child trying to communicate?
6. Have I discussed this with the parents/carers?
7. Have I got the full picture whether/when this happens at home?
8. Have we agreed on behaviour strategies, which are consistent amongst staff?
9. Have we agreed ways forward?
10. Are there child protection concerns?

- Share, discuss and change strategies with all staff on the best way to support challenging behaviour.
- Share and discuss with parent/ carers the unwanted behaviours from the week.
- If the situation has not been resolved your child's keyworker will:
 - have a meeting with the parents and draw up an action plan, which will include behaviour strategies (record minutes of meeting).
 - Further advice from partnership agencies will be sought if necessary i.e. health visitor, EY SEN advisor, community nursery nurse, speech and language team, EP etc. 4

Dealing with unwanted behaviour

Our starting point is to take into account child's age and stage of development:

Unacceptable behaviour includes:

- Bad language and derogatory language
- Not complying with turn taking sharing and other social skills.
- Physical harm of the other children/self or staff.
- Repetitive damage of nursery property or of that belonging to another child.
- Persistent bullying.

Strategies for dealing with different types of challenging behaviour:

Biting

Biting is reasonably common in toddlers up to two and a half years old, but it is a behaviour that causes lots of concerns amongst adults and needs to be discouraged. It is important to try to understand why the child is biting and teach alternative solutions.

Strategies for when children bite

- Try to divert or distract the child if you think that they are going to bite (i.e. Jon come and play with the trucks.)
- Saying 'ouch, it hurts' with an appropriate facial expression
- Encouraging the child to help looking after the hurt child
 - Saying 'stop' firmly with an accompanying hand signal
- Regular input on using gentle hands-to be modelled through playing with toys or musical instruments
- Some children might need alternative things to bite on-especially if they are teething
- Use resources to look at what mouths are used for (laughing, smiling, kissing) and look at mouth shapes in the mirror
- Praise the child when they are using their mouth to do the right thing.
- Play 'pull a funny face' (song from the Gruffalo story) or 'brush your teeth' from British Council

Hitting, Kicking, Pinching or Scratching

Strategies when children hit, kick, pinch or scratch:

- Establish and teach clear group rules, eg: "We are nice to one another"
- Saying 'stop' firmly with an accompanying hand.
- Lead small group activities focused around gentle hands, feet, etc.
- Model to children how to play in different situations and model language of sharing (pretend to be a child)
- Regular reinforcement of positive behaviours (praise, attention, etc)
- Ensure that there are real consequences in place, for example, if we kick, we sit quietly for a short time (timer) away from other children.
- Try distracting and diverting the child-intervene early. (If you watch him/her dealing with a difficult situation, voice out positively how well he is going to share the toys or letting other person getting on the bike) - Provide activities where children can express their feelings (puppets, animals, circle time, quiet areas)

Refusal

It can be very frustrating when a child refuses to do what is expected of them. Some children are so excited by all the activities around them that they find it difficult to stop. Others are not quite used to doing as asked by an adult. Staff need to decide how important their request is and decide what "battles" they are going to have and which as best left.

Strategies when children refuse to follow instructions:

- Giving plenty of warning of change
- sand timers or visual timetables.
- Using now & next board...
- Choose activities that they like to build up a habit of compliance.
- Shortening the length of time of the activity.
- Change the activity or social grouping.
- Making sure that the activity is appropriate to them.
- Giving lots of positive attention when child participates in adult-led tasks.

Tantrums

Tantrums are normal part of development for most children between the ages of 18 months to 3 years, sometimes beyond; children want things and get very frustrated if they are not given what they want immediately. This may then result in them throwing themselves on the floor, kicking, screaming and banging their heads in the hope that this will get them their own way. If adults give children what they want when they have a tantrum, then the children quickly learn that this approach is effective.

Strategies to use:

- Diversion/ distraction-if the tantrum can be spotted early. Swapping with another adult-a fresh approach.
- Ignore the tantrum until it is over and the child has calmed down. Keep reassuring them: "It is ok"
- Provide a special place where the child can go and calm down or a special toy to hold and cuddle.
- Teach the child words they can use to express their feelings and encourage them to use them. Get another child to come and play with them.

Physical intervention should only be used when there is a risk of damage to the child, other children or property. Any intervention will be recorded, and parents will be informed of the intervention.

Firm voices & simplified language

Staff are not shout or raise voices in a threatening way to respond to children's inconsiderate behaviour. As mention in some of strategies above staff may need to at times use firm, short commands to allow the child to understand what is expected for them, for example if a younger child or older child if communication and language delayed is running around with food at lunch time saying to "Bob please stop running now and come

and sit down with for your food. “ may be too many words for them to understand what is being so instead staff would “Bob, stop, sit “ using hand signs or pictures to support their requests.

On rare occasions staff may need to raise their voice in order to alter the child they are being spoken to, for example if a child was hitting another child on the other side of the room. Staff may need to call their name ‘Bob – Stop hitting ‘as they move them themselves across the room to intervene further if needed.

Using thinking time or calm down chair in Early Years:

- In playgroup thinking ***chairs will be used if the child is in danger of hurting others*** and needs a space to clam down. Adults will need to ask the children to play alongside them (inside or outside) until the child is calm.
- The main aim of all staff is to avoid getting to this point in the first place.
- An adult should speak briefly, clearly and firmly to the child to tell them that what they have done is not nice and is the wrong choice; “what you did was not nice and the wrong thing to do, you now need to be with me until you are ready to join in sensibly”
- The child stays by the key person’s side for a few minutes (3 years old= 3 minutes) No talking, they need to know that they are missing out on whatever they were doing before. They are not having a “chat” with the adult... speaking at this time would be considered as a reward.
- Once that thinking time is finished, the adult speaks to child about playing nicely and models the apology together for the child. “I am very sorry that I hurt you, I will not do that again” (do not insist in the first child saying sorry)
- Adults should look out for any opportunities for the first child doing the right thing and praising them for it.

Ways to promote positive behaviours -

- Focus on activities and routines that encourage sharing, negotiation and co-operation
- Encourage responsibility in caring for others, animals and the environment (helping with tidying/watering plants/setting out activities/handing out drinks, snacks and equipment)
- Encourage positive behaviour through play and learning activities (circle time/stories/role-play/puppets)
- Model appropriate behaviours in different contexts and set good examples
- Consult with the children to draw up rules for behaviour within our setting, keep them simple – kind hands etc.
- Demonstrate that the child is still valued even if his/her behaviour is unacceptable
- discuss with children what is acceptable behaviour, in all areas of learning and experiences.
- encourage the children to express openly their feelings/likes and dislikes
- help the children to understand the consequences and effects of their behaviour on others
- support the children to resolve conflicts with other children

Teaching Young Children How To Resolve Conflict

Conflict between young children in any childcare setting is inevitable. There will always be tension arising from negotiations over toys, friendships, roles and so on, and sometimes that tension will escalate. When children are supported to resolve conflict in a positive way, it can also lead to fantastic learning experiences.

Learning how to resolve conflict can help children to:

- Improve their [communication](#) and listening skills
- Understand how to evaluate a situation
- Foster creative problem-solving skills
- Develop greater empathy for others
- Build self-confidence

Here are some strategies to help childcare workers deal with conflict effectively, as well as supporting children to learn from the process.

In compliance with the Safeguarding and Welfare Requirements, the following documentation is also in place at Coaley Village Playgroup setting:

- SEND policy
- Equal opportunities policy
- Complaints procedure.

- Record of complaints.
- Developmental records of children.

This policy was adopted by *name of provider* On (*date*) Date to be reviewed (*date*) Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director or owner)