



Histon Early Years Centre POSITIVE BEHAVIOUR POLICY

Reviewed November 2019
Next review November 2022

Values & Principles

At Histon Early Years Centre we believe that a clear and positive code of behaviour enables all children, staff and parents/carers to have a clear understanding of what is expected and valued in terms of behaviour.

We recognise the inseparable link between teaching, learning and behaviour.

We take necessary steps to ensure that every child is given an equality of opportunity to develop socially, enjoy community life, to learn and fulfil their potential. We recognise that all behaviour is a form of communication for children.

In order for children to feel safe and secure we believe they need to have a clear understanding of behaviours that are appropriate and acceptable to the situation. We believe this is vital to ensure the security, confidence and well-being of all children, and to create a safe supportive and happy environment in which to grow and learn.

The Centre believes that positive behaviour is the responsibility of everyone including children, parents, carers and staff and has a zero tolerance of physical or verbal violence towards others.

Aims

- For school and home to work together consistently to promote positive behaviour, with adults and children listening to, respecting and responding to each other's opinions.
- For all staff and parents/carers to be familiar with the school's behaviour policy.
- For all staff to use a consistent approach to all aspects of children's behaviour.
- For all children to understand the need for everyone to be treated fairly, kindly and with respect irrespective of gender, race, disability, religion or age.
- For children to enjoy being treated fairly and consistently, and to experience the sense of security and well-being that this brings.
- For positive behaviours to be reinforced.
- For kindness to be valued, encouraged and celebrated.
- For children to understand and express their feelings about different aspects of behaviour and to grow to understand the feelings of others.
- For all aspects of difficult or negative behaviour to be addressed sensitively with understanding of the feelings of all children concerned, and without damage to each child's self-esteem.
- To ensure minimal risk of injury to children and staff in the case of any aggressive or challenging behaviour through positive handling.

Adults as role models

Staff model positive behaviours in the following ways:

- Quiet, calm voices and expressions
- Establishing positive relationships with children e.g. greet and be greeted, speak and be spoken to, smile.
- Modelling expectations e.g. walking when inside, not sitting on tables
- Using non-threatening body language (at child's level)
- Using positive language which emphasises desired behaviours
- Using descriptive praise e.g. 'good talking' rather than 'good boy'
- Responding to behaviours differently based on developmental and emotional needs

Strategies in Practice

Staff:

- A clear behaviour policy is in place, and a copy is given to all staff and is available to parents and carers.
- Staff agree an appropriate and consistent approach to children's behaviour, through sharing and discussing the behaviour policy initially at a staff meeting, and then during ongoing discussion about individual children and their needs.
- Information about individual children's behaviour and strategies being used is shared with all staff to ensure a consistent approach.
- Staff reinforce positive behaviour through praise, discussion with individuals and with groups to highlight its value. This is also shared with parents and celebrated at formal consultations and informally on a regular basis.
- Staff focus on de-escalation and preventative strategies rather than focussing solely on reactive strategies.
- Staff undertake appropriate training related to all aspects of behaviour and its management.
- If physical restraint is necessary, the method and use will be outlined in an individual behaviour plan drawn up by staff and/or specialists and agreed with parents. Each incident will be recorded and the people involved will be debriefed.
- Advice will be sought from specialists with regard to the behaviour of individual children where appropriate.
- Through home visits, liaison with playgroups and other previous settings and, through an initial assessment and settling period, staff ensure that they have a clear idea of each child's usual pattern of behaviour as part of their personal, social and emotional development at the time of entry to the Centre.
- The progress of each child is carefully monitored and records kept by key workers, with regard to behaviour as part of personal, social and emotional development and particular note made of any changes.
- Any changes in a child's behaviour which give rise to concern will be shared with parents so that staff are aware of any causes and staff and parents will work consistently together to support the child.

Children:

- Children have opportunities to discuss feelings related to different aspects of behaviour, both positive and negative, during which staff help them to understand their own feelings and those of others.
- The effects of different types of behaviour are explored through books, story sacks, puppets, role-play etc. to help to develop understanding.
- Children are given appropriate strategies for positive interactions with others, and for dealing with incidents of negative or challenging behaviour displayed towards them.
- Children take responsibility for their behaviour and attempt to make amends when things go wrong.
- Children develop self-regulation techniques.

In a situation where a child's behaviour or actions adversely affect their own well being or that of other children, or where other children's learning and play are being significantly disrupted, the following steps will be taken by staff:-

- 1) Discussion with the child to explain the consequences of their behaviour.
- 2) The child will be given another opportunity to play appropriately.
- 3) If this has not succeeded, the child will be asked to spend a short period of "thinking time out" to consider their actions.
- 4) Staff will talk with the child again and support the child in rejoining the group.
- 5) Where there are cases of persistent inappropriate behaviours the Centre will inform and work with families to support and address it. In the event that this is not resolved more serious action may need to be taken such as a reduction in hours of attendance.

Positive Handling strategies – All staff with responsibility for the child or children's safety and welfare will be trained to deal with incidents of dangerous or aggressive behaviour, and only use physical intervention as a last resort in line with DfE and LA advice. If used at all it will be in the context of a respectful, supportive relationship with the pupil, and in agreement with the child's parents in accordance with the child's individual behaviour plan.