



## Histon Early Years Centre POSITIVE BEHAVIOUR POLICY

September 2022

To be reviewed: September 2023

### 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 and look at trying to support the child with that communication and support them to co-regulate and understand their emotions.

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, visitors and staff and has zero tolerance of physical, emotional or verbal violence, discrimination or hate towards others.

### Aims

- For the Centre, home and other agencies 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 Centre's positive 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, sexual orientation, 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 continually reinforced.
- For kindness to be valued, encouraged and celebrated at all times.
- For children to understand and express their feelings about different aspects of behaviour and 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 – remembering that behaviour is a form of communication.
- To ensure minimal risk of injury to children and staff in the case of any aggressive or challenging behaviour through positive handling and de-escalation techniques.

### 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, going over to the person they are speaking to, speaking to others with respect, keeping a clean and tidy space etc.
- Using non-threatening body language at child's level
- Using positive language which emphasises desired behaviours
- Using descriptive praise e.g. 'good talking' or 'great sitting' rather than 'good boy'
- Responding to behaviours differently based on developmental and emotional needs – observing through a trauma informed lens.

## 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/carers. 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, discussions with parents/carers, 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.
- Concerns about a child's behaviour should be mentioned to the Centre's SENCO & Inclusion Lead at the earliest instance for advice on next steps including monitoring.

### Children:

- Children have opportunities, and are encouraged, 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 children's 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 and are supported to co-regulate themselves with an adult.

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 – taking into account all prior knowledge and understanding of the child and their background.
- 3) If this has not succeeded, the child will be asked to spend a short period of "thinking time" to relax, think and calm – an adult will discuss with them about how they are feeling and provide strategies of support for these emotions.
- 4) Staff will talk with the child again and support the child in re-joining the group – reminding them of the expectations.
- 5) Where there are cases of persistent undesirable behaviours the Centre will inform and work with families and other professionals to support and address it taking into account knowledge and understanding of the individual child. 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.*

### **COVID-19 Ongoing Measures**

This positive behaviour policy is to be used in conjunction with our COVID-19 measures that are in place – including risk assessment and policy in place alongside the latest government guidance.

Altered routines have been put into place to maintain safety (*continuing advice will be followed by county and government and the below measures are subject to changes*).

- Hygiene measures have been increased to ensure the setting is suitable sanitised and cleaned
- Parents/Carers will not be allowed to enter the building and will say goodbyes outside of the building
- Children are not encouraged to bring in toys, comfort items or other 'additional' items from home
- Resources that are regularly touched by various children (pens, pencils) will be cleaned often
- Windows and doors will remain open when it is appropriate to do so to encourage ventilation
- Handwashing songs have been introduced and children are encouraged to wash their hands more often than usual and for 20 seconds
- Catch it, Bin it, Kill it stations have been set up for disposing of tissues
- Children and staff are being encouraged to avoid touching their face with their hands and then to wash their hands afterwards if needed

In the unlikely event of needing to work remotely again it will be communicated how and what the setting will offer at the time. Staff will be given expectations of their roles. Children will be encouraged to stay in communication with the setting, their key worker and room teams through an online learning system.

Please see relating policies, procedures and risk assessments in line with COVID-19 guidance.

If there are any concerns about a child being able to adhere to the new guidance and expectations then parents/carers can contact the setting's SENCO and Inclusion Lead (Nikita Todd) to discuss reasons: [office@histon.cambs.sch.uk](mailto:office@histon.cambs.sch.uk)