

25-Positive Behaviour Management

We believe at Country Buttercups that children flourish and enjoy developing, learning and making a positive contribution by adults following a positive, coherent policy on behaviour management.

We believe that everyone at the Country Buttercups has a right to feel valued, respected and safe. For this to happen in practice, we have a responsibility to behave in ways that enable all of us to feel free to explore and learn without fear of being hindered or hurt. This policy provides guidelines on how to support this vision; it recognises that learning self-regulation and socially appropriate behaviour is a developmental process and that through modelling positive behaviour at all times and managing challenging behaviour appropriately and competently, we can provide for the needs of the individual as well assuring the safety and well-being of everyone at the Nursery.

- **RESPECT AND RECOGNITION:** to value and celebrate our own and others' contributions and uniqueness, and to show consideration for our own feelings and the feelings of others.
- **FREEDOM AND RESPONSIBILITY:** to enable children and adults to explore and express themselves freely in an environment which supports decision making and opportunities to consider the consequences of our words and actions.
- **INCLUSION:** to provide access to learning for all, taking into account everyone's needs, background and ability, working together to share the same vision and work towards the same goal.
- **HONESTY:** to empower everyone to communicate openly and honestly in their interactions with each other.
- **SAFETY and TRUST:** to help everyone to feel able to express their concerns and fears in an appropriate way and to thrive physically and emotionally in their learning.

GUIDELINES

At this age children are learning how to behave appropriately. Many of the things they do are normal for their stage of development and we help them to learn when something is dangerous or harmful to themselves or others, and to make positive choices in their behaviour.

We do this by:

- Noticing and acknowledging positive behaviours.
- Using clear and consistent boundaries across the Nursery.
- Explaining the consequences of some behaviours and offering choices.
- Involving the children in problem-solving by using the conflict resolution steps (see Appendix 1)
- Sharing information with parents/carers about their children's behaviour both in the Nursery and at home (see Appendix 2)
- Providing strategies to support turn-taking e.g. using timers.
- Communicating and modelling positive behaviour, using a variety of strategies and props e.g. Makaton, gestures, visual timetables and puppets
- Recognising and acknowledging feelings to encourage empathy
- Creating an environment that minimises conflict e.g. ensuring there are sufficient resources
- Providing planned opportunities to discuss behaviour and feelings.

CHALLENGING BEHAVIOUR

Adults at Country Buttercups will intervene when behaviour is persistently disruptive or difficult to manage.

We do this by:

- Being clear about the behaviour that is unacceptable-“Kicking hurts, throwing toys is dangerous as it could hurt someone etc.”
- Supporting the child to think of solutions to put things right-“How can we make this better?”
- Providing time away from the situation to calm down and reflect before talking things through. “Would you like to play over here and we can have a chat?”
- Working together with parents/carers and families to share strategies and ensure we are giving a consistent message.-“Incident forms, SBSPs, Behaviour plans, ABC tracking chart, Development reviews etc.”
- In some cases, involving the SENCO in setting up a Setting Based Support Plan (SBSP) with specific targets related to behaviour.
- Liaising with other agencies e.g. health visitor, I Send , ESCC Team
- to access further support and advice.
- All Incidents are recorded onto a incident form that is kept in a confidential file.

Some behaviours are extremely concerning e.g. racist remarks, inappropriate touching, verbal aggression, persistent harming (of themselves or others), and intentional damaging of property. Incidents such as these will be managed on an individual basis and in a non-judgemental and appropriate way.

This may include:

- Removing the child from the situation.
- Seeking immediate support from other staff members
- Contacting the parent/carer and request the child is taken home.

- On rare occasions: using positive handling techniques for the child's own safety and the safety of others.
- Convening a meeting the same day, including a member of the Senior Management Team and the parent/carer, to identify ways forward.

Biting is a common behaviour that some young children go through. This is part of some children's development and can be triggered when they do not yet have the words to communicate their anger, frustration or need. See Biting Policy

At Country Buttercups we help children to recognise when their actions hurt others. We do not expect children to say "sorry" before they have a real understanding of what this means. Instead, we support children to suggest solutions to a conflict when they are emotionally ready. To support children's empathetic understanding, we model language and openly talk about others feelings. For example, "I am sorry that John hurt you, that must have made you feel really sad"

CONFLICT RESOLUTION STEPS/ APPENDIX 1

1. Approach calmly and with an open mind
Walk over and get down to their level.
2. Acknowledge feelings
Say "I can see you're feeling hurt/cross/upset/angry"
3. Gather information from both sides
Say "What's the problem?"
4. Restate the problem
Say "so the problem is..."
5. Ask for solutions and choose one together
Say "I wonder what we can do to solve the problem/help you feel better?"
6. Be prepared to give follow-up support
Keep an eye out for what happens next and give further support if needed.

PARENT/CARER INVOLVEMENT /APPENDIX 2

Working in partnership with our parents/carers is integral to the success of this Behaviour Policy. In order for it to work in practice, their contribution is vital.

We will achieve this by:

- Sharing the expectations of behaviour at the Nursery, through informal and formal discussions with individuals and groups of parent/carers.
- Talking to individual parents/carers about all aspects of their child's behaviour on a daily basis.
- Being fair, non-judgemental and consistent when discussing children's behaviour with parents/carers.
- Providing extra support for parents/carers to help manage children's challenging behaviour.

We hope parents/carers will feel able to:

- Inform us of any relevant changes to their circumstances which may affect their child's behaviour e.g. new baby, moving house, bereavement, divorce, separation or hospitalisation.
- Re-enforce expectations of positive behaviour by talking to their child at home.
- Actively support staff at the County Buttercups in implementing positive behaviour strategies.
- Be a positive role-model for their child

How we use praise and positive reinforcement.

- Encouraging sharing and negotiation however we respect a child doesn't always have to share. Eg "Please may I have that **after** you?"
- Staff/volunteers and students being good role models and setting good examples of positivity.
- Consulting with children when creating rules/boundaries (age dependent).
- Helping children understand the consequences of their behaviour.
- Helping children challenge bullying, harassment and name-calling.

- Encouraging children to be responsible, for example, tidying up and creating own rules.
- Reassuring children they are valued as individuals even if their behaviour may sometimes be unacceptable.

Children are encouraged to make their own choices, therefore if they do not wish to join in they are able to find other appropriate activities.

It will always be made clear to a child or children in question it is that the behaviour, not the child that is unwelcome.

This policy was collaborated by the whole leadership team.