



Promoting positive behaviour

Alfresco childcare believes that children grow and develop best when they know how they are expected to behave. Children gain respect through interaction with caring adults who show them respect and value their individual personalities. Positive, caring and polite behaviour will be encouraged and praised at all times in an environment where children learn to respect themselves, other people and their surroundings. Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the nursery we aim to set these boundaries in a way, which helps the child to develop a sense of the significance of their own. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

Alfresco childcare

- Recognises the individuality of all our children and that some behaviours are normal in young children e.g. biting.
- Encourages self-discipline, consideration for each other, our surroundings and property.
- Encourages children to participate in a wide range of group activities to enable them to develop their social skills.
- Encourages the children to participate in making our 'Golden Rules', which will be displayed for them to refer to, children who are involved in setting the rules and boundaries will show more respect for them.
- Ensures that all colleagues act as positive role models for children.
- Works in partnership with parents by communicating openly.
- Praises children and acknowledges their positive actions and attitudes, therefore ensuring that children see that we value and respect them.
- Encourages all colleagues working with children to accept their responsibility for implementing the goals in this policy and are consistent.
- Promotes non-violence and encourage children to deal with conflict peacefully.
- Provides a key person approach enabling colleagues to build a strong and positive relationship with children and their families.
- Wants everyone to be treated with dignity and respect, in an environment free from harassment and bullying.
- Has a named person who has overall responsibility for issues concerning behaviour (Sara Dibley, Manager).

Behaviours

By positively promoting good behaviour, valuing co-operation and a caring attitude we hope to ensure that children will develop as responsible members of society. Alfresco childcare wants everyone to be treated with dignity and respect, in an environment free from harassment and bullying. We will acknowledge positive behaviour with praise, a smile, thumbs up, a sticker, a chance to take home a toy/teddy to look after, something meaningful for the age and stage of the child's development. If an unwanted behaviour is persistent then we will discuss with parents the use of a

sticker chart or reward system that can be followed through at home and in nursery to promote the positive behaviours shown by the child.

Anti-bullying

Children need their own time and space. It is not always appropriate to expect a child to share and it is important to acknowledge children's feelings and to help them understand how others might be feeling.

Children must be encouraged to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened.

Corporal punishment

Colleagues must not give corporal punishment to a child. Any colleague who fails to meet these requirements commits an offence. A colleague will not be taken to have used corporal punishment (and therefore will not have committed an offence); where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary (see restrictive Physical intervention Policy).

Support for children

Children will be supported by offering reassurance, comfort and sensitive interactions. Activities will be devised according to individual circumstances to enable children to develop confidence within their peer group.

Support for colleagues

The named staff member for promoting positive behaviour management : SARA DIBLEY (Manager) will advise other colleagues on behaviour issues and along with each room leader will keep up-to-date with legislation and research and support changes to policies and procedures in the nursery; access relevant sources of expertise where required and act as a central information source for all involved.

Working together with parents

We recognise that codes for interacting with other people vary between cultures and colleagues are required to be aware of this and respect those used by members of the nursery. Through partnership with parents and formal observations, the key person will make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions an individual support for positive behaviour action plan will be drawn up with parents and implemented. In some cases we may request additional advice and support from other professionals, such as an educational psychologist or child guidance counsellors.

Training

During colleague induction, we ensure that all colleagues understand the importance of their own behaviour and we emphasise that colleagues must act as a positive role model for the children.

During induction we ensure that all colleagues understand the Promoting Positive Behaviour Management Policy and Procedures.

The Nursery Manager will source relevant in-house or external training for behaviour management to support colleagues to identify behaviours that may require additional support for children.

The named staff member must attend internal and external training events to access relevant sources of expertise where required and act as a central information source for the nursery team.

Alfresco childcare provides training for all colleagues to understand the safeguarding policy and procedures, and ensures that all colleagues have up to date knowledge of safeguarding issues. Cause for concern in regard to a child's well-being may be in response to significant changes in a child's behaviour (See Safeguarding Policy and Procedures).

PROMOTING POSITIVE BEHAVIOUR MANAGEMENT PROCEDURES

1. Colleagues are encouraged to praise children at all times for positive behaviour and this serves as reinforcement for continuation. Through positive reinforcement and explanations children begin to understand the consequences of their behaviour and learn that they have a choice in the way they behave. Children need to know it is the behaviour that is disliked, not them.

Colleagues should:

- Praise a child whenever they can, reinforcing positive behaviour.
- Give individual time and attention to the child.
- Encourage children to talk over a problem.
- Involve the children in creating rules/boundaries encouraging them to be responsible for their environment and helping them to understand consequences of their behaviour (Golden Rules).
- Anticipate and remove potential problems and/or re-direct activities.
- Be aware of not making emotional or moral judgements to avoid creating negative labels for a child and/or their family.

2. Account must be taken in each case of the age and stage of the child's development and level of understanding and colleagues must modify their expectations in light of the child's level of maturity and ability.

3. Goals must be specified precisely in language everyone, including the child, can understand. They should be broken down into small steps, starting with what the child can be relied upon to achieve and building up slowly.

4. All inappropriate behaviour must be dealt with immediately.

5. We will work in partnership with the parents to support children who show inappropriate behaviour on a regular basis.

Corporal punishment

6. The nursery will not administer or threaten any corporal punishment or punishment which causes pain or humiliation to a child that is in our care. This includes any person who cares for, or is in regular contact with the children, and any persons working on the premises.

7. Any colleague who fails to meet these requirements commits an offence in law (see Safeguarding Policy and Procedures).

When children behave in unacceptable ways

8. Colleagues will not single out or humiliate children in any way. Colleagues within the nursery will re-direct the children towards alternative activities.

9. Colleagues will not raise their voices in a threatening way.

10. Colleagues must think about how a particular type of behaviour is handled dependent on the child's age, level of maturity and the circumstances surrounding the behaviour. It may involve the child being asked to talk and think about what he/she has done and the consequences of their actions e.g. talk to the child about the 'action they took – the behaviour' and whether this was a good choice? What choices may have been better?

11. Colleagues will always support the child to talk and think about what he/she has done and the consequences of their actions.

12. Colleagues will support children to develop non-aggressive strategies to enable them to stand up for themselves so that adults and children listen to them. Children need to be given opportunities to release their feelings more creatively.

13. Colleagues will distract children from the negative situation and support in a different activity or environment, if necessary for their own well-being and that of others in the group.

14. In the event where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. the manager should complete risk assessments identifying any potential triggers or warning signs ensuring other children and colleague safety at all times.

Physical Intervention

15. It may be necessary to use restraining action in an emergency to prevent personal injury and protect the safety of other children and colleagues. If physical intervention is seen to be appropriate, ensure that this is achieved through minimum force and for a minimum time. The following examples are ways of implementing physical

Intervention:-

a. Preventing an accident, such as a child running into the road by holding them back or perhaps a child falling from a climbing frame, by catching them as they fall

b. Preventing injury or damage to the child or others, such as a child who is having a temper tantrum. This may involve physically removing them from the situation by lifting the child carefully and evenly under both arms.

16. Any occasion where physical intervention is used to manage a child's behaviour should be recorded on an Incident Form, shared with the parents on the same day and a signature obtained.

Anti Bullying (including discrimination and racial abuse)

17. Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened.

18. Any form of bullying is unacceptable and will be dealt with immediately. At our nursery, colleagues must follow the guidance below to enable them to deal with challenging behaviour:

- a. Staff are encouraged to ensure that all children feel safe, happy and secure.
- b. Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way.
- c. Children need to be helped to understand that using aggression to get things is inappropriate and they will be encouraged to resolve problems in other ways.
- d. Our colleagues are encouraged to adopt methods for intervention when they think a child is being bullied, however mild or harmless it may seem.
- e. Staff are ready to initiate games and activities with children, when they feel play has become aggressive, both indoors or out.
- f. Any instance of bullying will be discussed fully with the parents of all involved, to look for a consistent resolution to the behaviour.
- g. If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the nursery.
- h. By positively promoting good behaviour, valuing co-operation and a caring attitude we hope to ensure that children will develop as responsible members of society.

Biting

19. 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. At Alfresco childcare we follow our promoting positive behaviour policy to promote positive behaviour at all times.

20. Strategies to prevent biting include; sensory activities, biting rings, adequate resources and a stimulating exciting environment.

21. In the event of a child being bitten the following procedure will be followed:

- a. In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, prompt treatment may be needed for both the 'biter' and the 'bitten'.
- b. The child who has been bitten will be comforted and checked for any visual injury.
- c. Where the bite has broken the skin you should:
 - Encourage the wound to bleed, unless it is bleeding freely;
 - Irrigate the wound thoroughly with warm, running water;
 - Cover the wound with a waterproof dressing.
 - Seek medical attention from a First Aider, the local Accident & Emergency Department, or the local Walk-in Centre facility where appropriate.

d. If the biter has blood in the mouth they should swill it out well with tap water and spit out (do not swallow).

22. An accident form will be completed and the parents may be informed via telephone if deemed appropriate.

23. An incident form will be completed and shared with the parents of the child who has bitten.

24. For confidentiality purposes and possible conflict the name of the child who has bitten will not be disclosed to the parents.

25. Support will be offered to the parents of the child who has been bitten, they will be offered time to discuss the situation with reassurance of how the situation is being dealt with.

26. The child who has caused the bite will be told in terms that they understand that biting (the behaviour and not the child) is unkind, and be shown that it makes staff and the child who has been bitten sad. An incident form will be completed and shared with the parents at the end of the child's session.

27. If a child continues to bite, observations will be carried out to try to distinguish a cause, e.g. tiredness or frustration. We will follow the steps outlined in the section below Support for children to encourage positive behaviour.

Records

28. The incident must be reported to the manager immediately; the manager will sign the incident form and take a photocopy.

29. Parents and/or carers must be informed of any incident on the same day or as soon as reasonably practicable.

30. Parent/carer must sign the incident form and the photocopy to confirm that they have been informed. Nursery will retain the original and the parent/carer will be given the photocopy.

31. Incident forms must be stored in the nursery and reviewed monthly by managers to act on any trends that may arise.

Working together with Parents

34. Colleagues must be aware and respect that there are differing codes for interacting with other people that vary between cultures.

35. Through partnership with parents the key person will make every effort to identify any behavioural concerns and the causes of that behaviour.

36. The key person must discuss any child who is displaying inappropriate behaviour with the child's parents, so that we can work together with parents to ensure consistency between their home and the nursery.

37. In some cases the key person may request additional advice and support from other professionals, such as an educational psychologist or child guidance counsellors in partnership with the child's parents.

Support for children to encourage positive behaviour

38. We aim to identify additional behaviour needs as early as possible. If a child's behaviour is a cause for concern and is impeding on their long term development, the key person will work in partnership with the child's parents to discuss the additional support their child may need.

39. In the event where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. the manager should complete risk assessments identifying any potential triggers or warning signs ensuring other children and staff safety at all times. In these instances it may be that the child is removed from that area until they have calmed down and/or restraining techniques are used by trained staff

40. Children will be distracted from the negative situation and supported in a different activity or environment, if necessary for their own well-being and that of others in the group.

41. Observations will be carried out on the child and recorded.

42. When a child is identified as requiring additional support to meet the behavioural expectations of the nursery, a Positive Behaviour Action Plan will be introduced as a tool for children, colleagues and parents alike.

43. The key person can seek support from the Behaviour Management Co-ordinator and must keep the Manager updated.

44. The key person must work closely with the parents of a child with behaviour management issues, seeking their input and advice. If it is deemed necessary, with parent consent we will contact an Area SENCO for their advice if they are available, or we will go through the Early Help Record. We are committed to working with external agencies in order to ensure that the individual child's needs are met.

45. The Positive Behaviour Action Plan will outline an appropriate programme of support and development for the child. Any targets set for the children will be specific, measurable, appropriate and realistic and a time will be set for review.

46. All Positive Behaviour Action Plans must be signed by the child's parents, the key person and the Manager. The key person will regularly review, monitor and evaluate the programme of support for each child with behaviour management issues to ensure it is effective in meeting the child's individual needs.

47. All colleagues who will be involved with the child will undertake relevant training where appropriate to ensure they are able to support the individual needs of the child.