



Promoting Positive Behaviour

Policy statement

At Home from Home Childcarers we believe that children flourish best when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour that challenges and help children reflect, regulate, and manage their actions.

To manage children's behaviour in an appropriate way we support children to follow the boundaries of the setting in a positive way as set out below.

Procedures

We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy. We endorse positive discipline as an effective way of setting limits:

- We reward good behaviour – with praise appreciation and attention
- We encourage self-discipline and respect for others
- We set realistic limits according to the child's age and stage of development
- We encourage all children
- We are consistent with our rules
- We help to try and build a child's self-esteem
- We will give the children individual attention, so they feel valued
- We will all set a good example, and be good role models
- We will listen to what the children have to say

We will:

- attend relevant training to help understand and guide appropriate models of behaviour.

- implement the setting's behaviour procedures.
- have the necessary skills to support other staff with behaviour that challenges and to access expert advice, if necessary.

We have setting rules, which the older children help contribute too, and we will help the children understand these rules, which are realistic, and we will be consistent in the enforcing of them. We will not give out confusing signals – **Saying No means No!**

We are aware of the different reasons why children demonstrate behaviours that challenge and will endeavour to keep the routines so that your child feels safe and is not over tired or hungry. However, all children will demonstrate behaviours that challenge at times. We have developed several different strategies on how to deal with a child whose behaviour challenges us and use different ones depending on the age/stage of ability of the child and the situation. We believe that promoting positive behaviour is very important and we do this by:

- Distraction/re-direct – Distract/Re-direct the child from the situation and give them an alternative activity.
- Ignore – Depending on the situation we may ignore the behaviour that challenges, as it could be done to get a reaction.
- Discuss with child – If the child can understand we will discuss their actions on others. We will inform them that it is their behaviour we do not like – not them. We use language that is appropriate to the individual child's level of development.
- Time in – Remove the child from the situation and sit them at another activity with an adult.

Use of rewards

- All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.
- Rewards such as praise and stickers may be used to encourage the children
- Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'. However, if necessary, children can be accompanied and removed from the group to calm down and if appropriate helped to reflect on what has happened. It is also appropriate for the child to be given some space whilst being supported from a distance by an observing adult.

Use of physical intervention.

- See Positive Handling Policy

Challenging Behaviour/Aggression by children towards other children

- Any behaviour that challenges which may lead to serious harm or injury by a child towards other children will result in a staff member intervening immediately to challenge and prevent escalation.
- If the behaviour that challenges has been significant or may potentially have a detrimental effect on the child, the parents of the child who has been the victim of behaviour and the parents of the child who has been the perpetrator should be informed. This will be recorded on our Baby's Days system for all children involved.
- The designated person will contact children's social services if appropriate, i.e., if a child has been seriously injured, or if there is reason to believe that a child's challenging behaviour is an indication that they themselves are being abused.
- The designated person will make a written record of the incident, which is kept in the child's file; in line with the Safeguarding children, young people and vulnerable adults' policy.
- The designated person should complete a risk assessment related to the child's challenging behaviour to avoid any further instances.
- The designated person should meet with the parents of the child who has been affected by the behaviour to advise them of the incident and the setting's response to the incident.
- Ofsted should be notified if appropriate, i.e., if a child has been seriously injured.
- Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.
- Parents should also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.

Bullying is a behaviour that both parents and practitioners worry about. Bullying is a deliberate, aggressive and repeated action, which is carried out with intent to cause harm or distress to others. It requires the child to have 'theory of mind' and a higher level of reasoning and thinking, all of which are complex skills that most three-year-olds have not yet developed (usually after the age of four along with empathy). Therefore, an outburst by a three-year-old is more likely to be a reflection of the child's emotional well-being, their stage of development or a behaviour that they have copied from someone else.

Young children are keen observers and more likely to copy behaviours, which mimic the actions of others, especially the actions of people they have established a relationship with. These are learnt behaviours rather than premeditated behaviours because children this young do not have sufficiently sophisticated cognition to carry out the type of bullying an older child can do. Unless addressed early, this type of pre-bullying behaviour in young children can lead on to bullying behaviour later in childhood.

The fear is that by labelling a child as a bully so early in life we risk influencing negative perceptions and expectations of the child which will impact on their self-image, self-esteem and may adversely affect their long-term behaviour. This label can stick with the child for the rest of their life.

Challenging unwanted behaviour from adults in the setting

- We will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group. This includes negativity towards groups and individuals living outside the UK (xenophobia). This also applies to the same behaviour if directed towards specific groups of people and individuals who are British Citizens residing in the UK.
- Allegations of discriminatory remarks or behaviour including xenophobia made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises and in the case of a staff member, disciplinary measures being taken.
- Where a parent makes discriminatory or prejudiced remarks to staff at any time, or other people while on the premises, this is recorded on the child's file and is reported to the setting manager. The procedure is explained and the parent asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent requesting them to sign a written agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner; the third stage may be considering withdrawing the child's place.

Expectations on school pick up/drop offs

- Children will be made aware of the behaviour expected when outside the setting.
- Children to be aware of how to safely walk/cross the road and other expectations on a school run.
 - Road safety discussions to be carried out with the children at the beginning of every half term. Where discussions about listening, crossing roads, holding hands, safety straps and walking/not running, will be discussed.
 - Discussions about Stranger Danger.
 - Children not to stop and speak to other adults/children if the member of staff doesn't know who they are
 - Children will also be reminded of behaviour expectations while in the car.
 - Children will sit in the seat that the adult has asked them to sit in
 - Seat belts to be worn at all times
 - Children are not to open the windows

- Noise levels are kept low and children will not shout at each other.
- Staff to lead by example and model the behaviour expected from the children.
- Staff will arrive at the school at least 5 minutes before the children finish school.
- Staff will take a mobile phone with them on the school run, these are only to be used in an emergency or to contact the setting, personal calls are not to be taken.
- Older children with mobile phones will not be allowed to use them on school journeys and will be required to hand them into the office when they get back to the setting.
- Children are not to touch animals (e.g. dogs) outside the school or on route to or from the setting.
- Safety straps are only to be used if deemed necessary to keep the children safe.
- Staff will be firm but fair.
- If children are persistently not behaving in the correct way we will:
 - Talk to the child about behaviour and what is expected while on a school run
 - Talk to the child's parents, explain what is happening and work together to try to resolve the issue.

By providing a happy, well managed environment, the children in our care will be encouraged to develop social skills to help them to be accepted and welcome in society as they grow. We will be teaching children about British Values (see separate policy) to promote good behaviour in all children.

If you have any concerns regarding the managing of your child's behaviour, please do not hesitate to contact us. It is important that we work together on managing behaviour in order not to confuse your child.

Further guidance

- Special Educational Needs and Disability Code of Practice (DfE 2014)
- Behaviour Matters (Pre-school Learning Alliance 2016)
- CIF Summary Record (Pre-school Learning Alliance 2016)

	Date:	By Whom?	Comments
Created	24 th November 2019	Zoe Shaw	Updated Behaviour Policy
Reviewed	1 st February 2020	Linda Reynolds & SMT	
Reviewed	6 th April 2021	Chrissie Morley, Linda Reynolds & Zoe Shaw	Physical intervention section- now directing you to Positive Handling policy
Next Review	March 2022		