



Behaviour Policy

Effective from 1 January 2019. Latest future review date January 2020

Written by Louise Kirby and review by Suzy Park

Achieving positive behaviour

Policy Statement

The Kindergarten at St Joseph's believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects.

This is a developmental task that requires support, encouragement, teaching and setting the correct example.

The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development and are supported through all four themes of the Early Years Foundation Stage.

Procedures

Suzy is our named person who has overall responsibility for our programme for supporting issues concerning behaviour.

Suzy will:

- keep herself up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
- access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development
- check that all staff have relevant in-service training on promoting positive behaviour. Louise keeps a record of staff attendance at this training.

We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.

- 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 familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person.
- We work with parents to address recurring inappropriate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children to promote positive behaviour

We require all staff, volunteers and students to use positive strategies for handling any inappropriate behaviour, by promoting positive behaviour and by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include acknowledgement of feelings, explanation as to what is not acceptable, supporting children to gain control of their feelings so that they can learn a more appropriate response. All staff are instructed to use positive language and to use actual praise as reward e.g. comments such as "well done for putting the train away".

We aim to:

- ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns
- have strategies in place to encourage positive sharing and cooperation and solve problems
- acknowledge and promote considerate behaviour such as kindness and willingness to share
- support each child in developing self-esteem, confidence and feelings of competence
- support each child in developing a sense of belonging in our group, so that they feel valued and welcome
- avoid creating situations in which children receive adult attention only in return for inappropriate behaviour.

When children behave in inappropriate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately. We never send children out of the room by themselves. We never use physical punishment, such as smacking or shaking. Children are never threatened with these. We will encourage the child to say sorry for their actions. We aim to use stories, puppets, social stories to explore emotions, develop empathy and encourage positive behaviour.

We may sometimes have to use physical restraint, such as holding. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are recorded on the "I helped log", more serious incidents are logged on the Incident and or Accident record book. The child's parent is informed on the same day should this be required.

Should a child be injured because of inappropriate behaviour a record will be made in the accident book and the injured child's parents will be informed of the incident. We will not however tell the injured child's parents the name of the child who caused the injury, as the matter has been dealt with within the Kindergarten at Joseph's and needs no further attention. The parents of the child who caused the injury will be told of the incident also and advice on further action required either by the parents or by Kindiejoes will also be given.

In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.

Bullying

Children of preschool age can sometimes use unkind language and gestures. We will always confront such actions. This we do not consider bullying.

However, it does sometimes happen that this can become persistent with the intention to cause harm either physically or emotionally.

With any on-going inappropriate behaviour whether considered to be bullying or not, we will work with the Parents/Carers and if necessary develop an individual behaviour plan.

Biting

A behaviour that often gives cause for concern in young children is that of biting. It can happen because young children lack the language skills required to

communicate their needs and wants. We tackle biting in the same way as we do all other undesirable behaviour, by comforting the injured child, talking through the reasons with the child who did the biting. Both sets of parents are informed but names of the children are not passed on. We feel that biting is best dealt with by preventing any further incidents. We do this by operating a tag system with the staff team. The child is observed wherever they are playing by the nearest member of staff. The practitioner will use a form of distraction to prevent further action. When the child moves to another area another member of the team will be alerted in an unobvious way to the child.

Rewards

We aim to acknowledge and praise appropriate behaviour and reward wherever possible by using specific praise, giving children roles of responsibility. We tell children how proud we are of them and tell parents about their child's good behaviour or when their child has done something kind. When appropriate we put in place a reward system e.g. reward charts, sticker charts, cars in the jar to promote positive behaviour. We will ask for parental perspective and support and work together to implement this tool.

Concern over persistent inappropriate behaviour

If there is concerns over persistent inappropriate behaviour despite use of positive strategies the next steps will be taken:

- The behaviour will be analysed by completion of appropriate behavioural observations, developmental and communication audit tools, and the Surrey Early Years Behaviour Plan
- We will ask for parental perspective and involvement with support of key person practitioner to discuss ways of working together, and additional approaches
- A short-term behaviour plan will be developed with support of the behaviour lead. This will identify strategies put in place to improve specific behaviour. This will be shared with parents and all practitioners to ensure standardised approach.
- The behaviour plan will be reviewed weekly and amended and updated or stopped when appropriate.
- If the behaviour plan does not achieve improvement and positive behaviour an ISP (individual support Plan) will be written and shared with parents. The plans and ISP will support the child in promoting positive behaviour
- If the behaviour continues then the behaviour lead will liaise with surrey SEND advisor and referrals and advice will be sort from outside agencies.

Parental Involvement

Children who attend the Kindergarten at St Joseph's come from a variety of backgrounds with different cultures and ethnicities. We value this diversity and make it known that whatever the lifestyle of the family the child in our care is our concern. Children enjoy having a parent attend the facility and they are able to see for themselves how children interact with each other. After a child has attended for a half term Parents are welcomed to join our session as a volunteer. This we feel is another way of modelling to children good ways to behave.

Links to Legislation and guidance

Promoting positive behaviour in early years settings April 2018 (Surrey family services)

The Children Act 1989 and 2004

Childcare Act 2006

Early Years Foundation Stage 2017

Special Educational Needs Code of Practice 2014

Disability Discrimination Act 1995

Special Educational Needs and Disability Act 2001 (SENDA)

Schools and Families Act 2010

Equalities Act 2010

United Nations Conventions on the Rights of the Child, UNICEF 1989

Every Child Matters-Change for Children 2004

Parents/carer guide to Promoting Positive behaviour

At Kindiejoes we promote positive behaviour within the setting. Please find below some useful approaches we use, which can also be used to promote positive behaviour at home.

Remember:

- A child's behaviour is their way of communicating their needs.
- Take time to understand what this behaviour might mean?
- Focus on the behaviour, not the child.

What can you do as a parent/carer to promote positive behaviour?

- ✓ Praise the behaviour you want to see (e.g. "well done Oscar for waiting your turn")
- ✓ Recognise and praise small achievements (e.g. "Carmel, I can see you really tried to help with tidying and putting the dinosaurs back in the box, well done")
- ✓ Model good behaviour and interactions around the home
- ✓ Use simple clear language that is appropriate for your child
- ✓ Give the child time to respond to questions/ requests (count up to 60 seconds in your head.... Its longer than you think!)
- ✓ Focus on the do's and not the don'ts
- ✓ Offer the child limited choices to help children feel as if they have some control (e.g. "You can do this? Or this?")
- ✓ Warn when it is the end of activity/transition, you could use a timer, to support changes (e.g. getting dressed, switching off TV programme, lunchtime, leaving the house)
- ✓ Talk in a quiet, calm voice.