

# ACHIEVING POSITIVE BEHAVIOUR AND PROMOTING SOCIAL DEVELOPMENT

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## Achieving Positive Behaviour Policy Statement

Our Pre- School believes that children flourish best when their personal, social and emotional needs are met and when there are clear and developmentally appropriate expectations for their behaviour.

Our children will be encouraged to develop social skills to help them learn to consider the views, feelings, needs and rights of others. We recognise this is a developmental task that requires support, encouragement and teaching from all adults.

(References used – EYFS 2014 and Pre School Learning Alliance Policies and Procedures)

## EYFS Key Themes and Commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
<ul style="list-style-type: none"><li>. Identify any need for additional support.</li><li>. Keep children safe.</li><li>. Value and respect all children and families equally.</li></ul>	<ul style="list-style-type: none"><li>. Sensitive and responsive to the children's needs, feelings and interests.</li><li>. Consistent in setting clear boundaries.</li></ul>	<ul style="list-style-type: none"><li>. Value all people.</li><li>. Support children to take risks and explore.</li></ul>	<ul style="list-style-type: none"><li>. Foster the characteristics of effective early learning.</li></ul>

Children learn to be strong and independent through positive relationships, which are strong and loving, and foster a sense of belonging; and built on Key Person relationships in early years settings.

Development Matters EYFS 2012

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## Achieving Positive Behaviour Procedures

We need to:

- Keep up to date with legislation, research and the new thoughts on promoting positive behaviour and dealing with behaviour requiring additional support.
- Have relevant in-service training on promoting positive behaviour and keep a record of staff attendance at this training.
- Access relevant sources of expertise on promoting positive behaviour if necessary.
- Provide positive role models of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- Familiarise all new staff / volunteers with our setting's policies and guidelines.
- We work in partnership with our children's parents / carers. We keep them regularly informed about their child's behaviour. **(Role of each child's Key Person)**. We work with parents to decide jointly how to respond to regular inappropriate behaviour.
- We will have regard to our obligations to promote British values as part of our whole ethos of inclusive provision and practice.

## Strategies with children who engage in inconsiderate behaviour

**We do not administer physical punishment or punishment which causes pain or humiliation to a child. We recognise the importance of the adults' behaviour as a role model for the children and will not allow physical or verbal abuse towards anyone, in regard to their lifestyles, ethnicity, status, appearance etc.**

**We will:**

- Support children to gain control of their feelings so they can learn appropriate responses.
- Provide a stimulating range of toys and experiences to keep the children in meaningful activity.
- Acknowledge considerate behaviour with praise.
- Help them to understand the outcome of any inconsiderate actions and support them in learning how to cope more appropriately.
- If absolutely necessary, use physical restraint, such as holding, only to prevent physical injury to children or adults.
- Ensure that details of such events (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Supervisor and are recorded in the child's personal file. The child's parents/ carers are informed on the same day.
- Set realistic limits to children's age and stage of development
- Be consistent, as children need to know where they stand and that we mean by what we say.
- Not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.
- Not use techniques intended to single out and humiliate individual children.

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## Rough and tumble play and fantasy aggression

- We recognise that rough and tumble play is normal for young children and acceptable within limits. We regard these kinds of play as pro-social, not problematic or aggressive.
- We will develop strategies to contain play that are agreed and understood by the children, with acceptable behavioural boundaries to ensure children are not hurt.
- Fantasy play will be closely monitored, so we can suggest alternative strategies for heroes and heroines if play becomes inappropriate. We will encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.
- **As a Catholic Pre-School we do not encourage gun play or the bringing of any type of weapon to our setting.**

## Promoting Social Development Procedures

### **Positive Relationships**

- We will provide a loving, caring environment in which a child feels secure and listened to.
- We will establish constructive relationships with parents, everyone in the setting and with workers from other agencies.
- We will welcome each child as an individual and endeavour to make them feel special and important throughout the session.
- We will use every opportunity to give praise. We will value each child's contributions and responses, whether talk, drawing, painting, song etc.
- We will give all children the opportunity to shine, whether that is in their responses to learning situations or in their relationships and consideration for others.

### **Enabling Environment**

- We will help each child to feel secure by providing a regular routine and talking to them about the pattern of the day, giving them warning of any change to the norm.
- We will be positive role models in relation to our manner of speaking, body language, politeness, consideration and good humour. We will also demonstrate good practice as regards hygiene.
- We will ensure each child has a **Key Person**.
- We will make sure there is time and space for children to concentrate on activities.
- We will establish opportunities for play and learning the acknowledge children's particular religious beliefs and cultural backgrounds.
- We will support the development of independence skills, particularly for children who are highly dependent upon support for personal care.
- Children have access to an emotions corner, an outlet for expressing their emotions voluntarily.

### **Learning and Development**

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- We will provide opportunities for nourishment, places for quiet rest or play and times for exploration, self-expression and learning.
- We will nurture development of those who are less able to express themselves because of shyness, difficulties with speech or learning, including having English as a second language.
- We will be consistent at all times. We will remind children of our expectations, using picture cues as well as verbal. We will modify these expectations in the light of a child's maturity or additional needs.
- We will plan activities that promote emotional, moral and social development together with intellectual development
- We will provide experiences that help children to develop autonomy and a disposition to learn.

### **In response to inappropriate behaviour:**

- In the first instance we will carry out Conflict Resolution
  1. Approach quickly and calmly stopping any hurtful behaviour
  2. Acknowledge feelings
  3. Gather information
  4. Restate the problem
  5. Ask for ideas for solutions and choose one together
  6. Give follow up support
- This approach may not work for all and if necessary a child may be removed from the play situation and encouraged to sit quietly and access the emotions corner. An adult will always supervise a child in these circumstances and explain to them the need for such calming action.
- No child will be humiliated as a consequence of their actions.

### **Where a child's behaviour becomes continually difficult to manage, the staff will take positive action to:**

- Monitor and evaluate the behaviour, sharing this with the parents / carer
- Understand what the child is trying to communicate by their actions
- Involve parents in discussions to seek solutions and plan strategies. This will be recorded in the child's personal file.
- Consider with the parents / carer the need to seek the advice of outside agencies.
- Consider with the parents / carer how the child's needs could be met more appropriately.

**March 16**  
**Review March 17**