



Achieving Positive Behaviour

This policy is based on the understanding:

- That behaviour is learnt and therefore can change
- Praise motivates - Criticism lowers self-esteem
- Rewards work better than punishment
- Children need to develop empathy and respect for others

We aim to:

- Plan for good behaviour and positive relationships
- Model the behaviours and values we want to see
- Use the language of choice and consequence
- Focus on the behaviour and not the child and reassure all children that they are valued
- Give clear expectations of good behaviour
- Aim to "catch children being good" and reward the good behaviour
- Recognise the needs of individual children

We encourage positive behaviour by:

- Distraction
- Reward stickers, certificates and our sun system
- Regularly praising and endorsing desirable behaviour such as good sitting, listening, sharing
- Using the child's name in our feedback
- Using non-verbal feedback like smiles, hugs
- Using positively phrased sentences like: 'James let's build a tower ' rather than 'Don't throw the bricks'
- Not assuming children understand what is expected of them and explain clearly any instructions.

Creating a positive, enabling environment:

- We recognise factors which may impact behaviour like hunger, tired, boredom or frustration and try to avoid the situations and help children understand their feelings.
- We offer rich learning opportunities through play, supporting children to take risks and explore to prevent them getting bored.

- We acknowledge that children will squabble from time to time and this is part of learning negotiating skills and understanding others have needs and feelings.
- This is particularly true with our older children. We do not always need to intervene straight away, but observe the situation closely to see if the children can resolve the situation themselves. We step in when someone looks like they might get physically hurt or their feelings could be upset.
- We acknowledge that changes in behaviour may be linked to safeguarding concerns. We watch out for this and inform our DCPO with any concerns.

Managing behaviour for Explorers

Based on our understanding of developing two year olds, we seek to understand the triggers for their behaviour.

We support their emotional learning by comforting them, and helping them contain their emotions. We provide words to label what they are feeling and offering explanations. We give them choices of how to behave and distract the behaviour.

We acknowledge that when a child's feelings are empathised with, calmed and put into words by another they experience their feelings as being understood and understandable. They are then able to recognise and understand the feelings.

Setting boundaries and rules

In order to provide the best learning environment for all, we teach the children acceptable ways to behave. Our rules are positively worded and explained with reasons so they can be understood.

Panda Rules

- We respect each other: we turn on our listening ears and listen when other children and adults are speaking.
- We respect the Panda toys: we look after the toys and put them away when we are finished with them so we can all play with them again another day

Daily routine rules

- We use walking feet when inside Panda to avoid injuring ourselves or others
- We have kind hands to support and help other
- We say STOP (or STOP I don't like it for older children) if you don't like what someone is doing. This is how we stand up for ourselves
- We listen to others who ask us to STOP and respect their views

- We follow the instructions of our teacher to keep us safe and create the best environment for us all

Intervening with unwanted behaviour

When dealing with unwanted behaviour we are conscious to always maintain a child's self-esteem. We focus on the behaviour being unacceptable not the child. We follow a 3 step process

1) Supporting a change in behaviour

We engage the child's full attention by coming down to their eye level & using their name. We explain that the behaviour is not acceptable and how it makes others feel. We also explain or demonstrate how they could do it differently next time.

2) Distraction and removing the toy or from the activity

If the behaviour continues and toys or activities are involved, then we explain that if they continue with the behaviour they will have to leave the activity or the toy will be taken away from them. We always explain why they have been taken away from an activity or a toy removed.

3) Discussion

If the child continues with the behaviour we remove them from the activity and sit them with a member of staff while they explain why they have been sat with them and provide examples of better ways to behave.

We help them to come up with the answers to improve their behaviour, asking questions like, why do you think I've asked you to sit with me? How did that action make x feel? How can you act it differently next time?

If a child has called another child a name or judged them by their appearance then we acknowledge this and challenge it by explaining that everyone is different and that's what makes us special (followed through with circle time discussion and stories about people from different cultures etc.)

Ways we use positive handling of children:

- To give guidance to children such as how to hold a paintbrush or when climbing
- To provide emotional support such as placing an arm / cuddling a distressed child
- To provide physical care such as first aid or toileting

We believe it is better to predict and prevent. We only use Restrictive Physical Intervention when we believe it is necessary to prevent physical injury to children or adults. Restrictive Physical Intervention is an act of care and control never a punishment.

The staff member:

- Holds the child by their long limbs not joints or wrists which are the weakest parts of the body
- Aims for side-to-side contact with the child
- Keeps a straight back and is aware of the position of their head to avoid head butts from a child
- Avoids positioning themselves in front or behind a child
- Ensures there is no restriction to the child's breathing by avoiding holding the stomach or chest

Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of management and are recorded on our Physical Intervention Record. The parents are informed and sign the record to indicate that they have been informed.

Staff as role models

- We require all staff to provide a positive role model of behaviour by treating children, parents and one another with friendliness, care and courtesy. Regular staff meetings enable us to review our behaviour management techniques and policy and through regular child and staff observations.
- Staff are encouraged to be good listeners and to allow children to talk freely without interrupting them and allowing them time to finish their conversations to lower frustration, be good role models and encourage positive behaviour.
- Staff have allocated lunch breaks when they work over 6 hours to allow them to have a break and to come back refreshed and motivated to encourage positive role models within the rooms.
- 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 nursery.

This policy was adopted on: December 2010

Last reviewed: August 2016

Date to be reviewed: August 2017

Signed on behalf of Panda Nursery:

Alison Thompson - Director

