

# Policy

## Achieving Positive Behaviour

January

# 2023

EYFS: 1.6, 3.2, 3.53-3.54

Owned by: Alice Humphries

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# Policy

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Title: Achieving Positive Behaviour

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From: Early Years Centre

Date: Reviewed on 6<sup>th</sup> January 2023

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Personal, Social and Emotional Development is a core element of the Early Years Foundation Stage (EYFS) and at the Early Years Centre we believe that children should be supported with learning to regulate their emotions. We encourage this through emotion coaching and responding to challenging behaviour from a positive perspective. Our supportive practitioners act as good role models, show children respect and value their individual personalities. As a Centre, we actively promote British Values, and encourage and praise positive and caring behaviour to provide an environment where children can learn to respect themselves, others and their surroundings.

At The Early Years Centre, we have a named person who has overall responsibility for issues concerning behaviour and supporting Personal, Social and Emotional development. This person is Alice Humphries.

The named person is required to:

- Together with each senior member of staff, keep themselves up to date with legislation, research and thinking on promoting positive behaviour and on responding to children's behaviour where it may require additional support.
- To be aware of who to contact outside the Centre if support is needed.
- Advise and support staff on any behaviour concerns.
- Ensure all staff and volunteers provide a positive model of behaviour by treating children, parents and one another with care and courtesy.
- Ensure all staff and volunteers are familiar with the setting's behaviour policy.

To support positive behaviour within the Centre we follow the following procedures:

- Use a consistent approach and positive reinforcement to set out clear expectations.
- Regularly reflect on current practice and how practitioners respond to children's behaviour. Each of our rooms have regular meetings in which they will always set aside time to reflect on their response to behaviours within their room.
- We use Emotion Coaching with the aim to demonstrate the skills needed to create emotionally healthy environments and build emotional resilience in young children.
- Recognise and respect the individuality of each child in our care.
- Provide a warm, responsive environment where children build relationships and feel respected, comforted and secure in times of stress.
- Provide calm and tranquil spaces where children can go when they are feeling overwhelmed or if they need a quiet space.
- Understand that there are triggers behind behaviour and that children do not display certain behaviours to be difficult or unkind, e.g. biting. We always look to understand the cause for behaviour and work with the child to support them in finding alternative ways to manage their feelings.
- Provide play and learning opportunities throughout the day to ensure children are sufficiently stimulated and challenged, in order to prevent children becoming bored and agitated.
- We will never use or threaten corporate punishment, send children out of the room by themselves, or use strategies such as 'naughty chairs' or 'time out.'
- We do not shout or raise our voices in a threatening way to respond to a child's behaviour.
- Physical restraint will only be used if absolutely necessary, for the purposes of averting immediate danger or personal injury to the child or another person. If physical restraint is used, we will keep a record of any occasion where physical intervention is used, and parents and/or carers would be informed on the same day, or as soon as reasonably practicable.

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- Have a key person system in place to enable staff to build strong and positive relationships with children and their families.
- Encourage all staff to take responsibility for implementing positive behaviour strategies and to be consistent.
- Provide activities and stories that promote positive behaviour and help children to learn about accepted behaviours. With our older children, we encourage open discussions about feelings and behaviours, helping to develop the understanding of different emotions, self-regulation, and empathy.

We support all children to develop positive behaviour and make every effort to respond according to their individual needs. Children who are displaying distressed/challenging behaviour, for example biting or using unkind words, are supported to talk through their feelings and actions through co-regulation, helping the child to acknowledge how they are feeling. We will always acknowledge how they are feeling and ensure they know that it is the behaviour that is not welcome, rather than themselves or their feelings. We will always ensure that the child who has been upset is comforted.

If the challenging behaviour becomes regular with a child, we will complete 'ABC charts' and observations to find out the triggers for the behaviour. ABC charts are completed to record what happened just before, during and after the incident. From this, we will work together to ensure we are meeting the needs of the child and putting strategies in place to support them. We may set up a meeting with parents to discuss our strategies and concerns to move forward.

## **Anti-bullying**

We encourage children 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 and can be physical, verbal, or emotional, but it is always repeated behaviour that makes others feel uncomfortable or threatened.

At The Early Years Centre, we acknowledge that any form of bullying is unacceptable and will be dealt with immediately, while recognising that many behaviours are part of children's development in their early years. Staff will intervene when they think a child is being bullied, however mild or harmless it may seem and sensitively discuss any instance of bullying with the parents and/or carers of all involved to look for a consistent resolution.

By positively promoting behaviour, we endeavour to provide children with the skills to self-regulate, co-operate and empathise with others, develop a positive sense of self, have confidence in their own abilities and build positive friendships, providing them with a secure platform for school and later life.

## **Early Help**

If we feel a family may benefit from extra support with emerging behaviour difficulties, we may refer them to Children and Families First services for early help. The aim of early help is to build on strengths and resources to support children and families to manage their own difficulties and prevent further problems in the future.