

Behaviour – Paradise Park Children’s Centre

Promoting positive behaviour:

Our behaviour policy is about increasing positive behaviour amongst all the children. It is not about finding ways to control children and make them all the same.

We require all of our staff, volunteers and students to use positive strategies for handling inconsiderate behaviour by helping children to find solutions in ways that are appropriate for the children’s ages and stages of development.

We ensure there are enough popular toys and resources and sufficient activities so that children are occupied without the need for unnecessary conflict over sharing and waiting for turns. In terms of sharing we use an egg timer of 3 minutes and 5 minutes depending on the child’s age. This doesn’t apply for children under 2.

We use a problem solving intervention for all situations in which a child or children are distressed during conflict. All staff use this intervention consistently.

This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, helping the children reflect, regain control of the situation and resolve the situation themselves.

Promoting positive behaviour aims to:

- Help children’s self esteem
- Help children learn to manage their emotions
- Help children to feel safe in the world and understand right and wrong
- Allow children to develop social skills and form positive relationships.

We see behaviour as changing through experience and brain development.

Relationships are the foundation for learning positive behaviour and in the nursery a strong Key Person approach is central to this.

A specific example of a desired behaviour might be using quiet voices inside. The techniques we use to increase this include being good role models: talking calmly and quietly to children and to each other. This means moving towards whoever we want to speak to. This is also a good way of communicating with young children so that their listening is promoted. This means getting to their level, saying their name and making eye contact rather than speaking loudly from a distance.

We would also use specific praise and attention: “Well done for remembering to speak quietly indoors”. Getting children involved in absorbing activities will improve their behaviour.

We might also talk to parents to find out about the child's behaviour at home and involve parents in promoting their children's positive behaviour. Where an explanation has failed we may remove a child from the situation to play elsewhere.

We regularly involve 3 and 4 year olds in discussions about the rules of the nursery.

Behaviour management policy:

We are committed to establishing a learning environment that promotes positive behaviour and relationships. Good behaviour is always encouraged. The staff treat all the children as individuals and encourage them, in their play, to respect each other at all times.

When managing behaviour staff must:

- Encourage positive behaviour through play and learning activities e.g. circle time/stories/role-play/outdoor play.
- Model appropriate behaviour in different situations. For example if we want to talk to a child we go to them rather than shouting across the room.
- Focus on activities and routines that encourage children to share, negotiate and co-operate with each other. Always make sure that this is done in ways that are appropriate to the age, stage of development and understanding of the individual child. For example: ensuring that enough resources are available so that two year olds would not have to share.
- Involve children and parents/carers in establishing a few realistic rules for appropriate behaviour e.g. we walk when inside, we use our words when we want something.
- Involve parents/carers in individual children in our care where appropriate by working together to plan for and support positive behaviour.
- Demonstrate that the child is valued even if his or her behaviour is unacceptable.
- Discuss with children what acceptable behaviour is, whenever the need arises and use a variety of strategies to achieve this e.g. puppets, story and Persona dolls.
- Encourage the children to express their emotions and recognise that young children may need help to name and manage their strong emotions.
- Help the children to understand the consequences and effects of their behaviour on others e.g. throwing blocks in the construction area. In addition then plan for those children to throw in a safe way e.g. a game of throwing beanbags into a box.
- Have awareness of the situation and knowledge of the current stage of the child's development.
- Ensure that action taken is fair, i.e. given at the time the incident occurs.
- Make sure that all staff are consistent in their approach when dealing with behavioural issues.
- Behaviour management training is updated regularly.

If a child does display unacceptable behaviour, staff will:

- Remove and distract them from the situation. Explain what they have done wrong and the reason why it is unacceptable.

- Take the child to play in another area. The child will be taken away from the group activity for a period of no more than a minute for each of their years.
- Make sure that if they have hurt another child that the other child is being comforted and the incident recorded in the incident book.
- Always discuss continued unacceptable behaviour with the parents in confidence.

There may be changes occurring in the child's life, i.e. moving house, new baby, parents separating.

With parental consent the relevant or key person will inform relevant staff of the changes and discuss ways in which everyone could help the child.

Remember: Confidentiality is important in these situations.

Hurtful behaviour:

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is spontaneous and often without considering the feelings of the person who they have hurt.

We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.

When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:

- They do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the setting;
- Their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
- The child may have minimal language to express him or herself and may feel frustrated;

Aggressive behaviour:

This would suggest more regular attacks/behaviour by a child either physically or verbally. If the behaviour is regular extra staff would be involved in trying to manage and modify it. If it becomes 'significant' and consistent a short term plan (STP) would be drawn up with the SENCO, key person, parent/s and may include the inclusion team, depending on the circumstances.