



Childcare practice procedures

09.12 Promoting positive behaviour

BEHAVIOUR MANAGEMENT POLICY

Children and adults flourish best in a positive environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We understand the critical role adults have in modelling behaviour and therefore we consistently encourage positive behaviour that promotes children's welfare and development. We aim to work towards a situation in which children can develop their independence, self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. We allow children to flourish, learn and make a positive contribution.

In developing this approach we researched the concept of enabling a nurturing environment, as Aaron Bradbury (2022) states "In order to enable a nurturing environment, it is essential that all professionals and practitioners understand how children thrive, flourish and learn, and the crucial value of play to support children in all aspects of their development."

In order to achieve this, all the staff, as early years practitioners:

- Act as good role models;
- Use praise and positive reinforcement;
- Praise group behaviour as well as individual;
- Use positively phrased sentences when guiding children on what is expected of them;
- Encourage sharing and negotiation;
- Ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour;
 - Provide a positive role model for the children with regard to friendliness, care and courtesy;
 - Praise and endorse desirable behaviour such as kindness and willingness to share;
 - Consult with the children when creating boundaries and rules;
 - Help children understand the consequences of their behaviour;
 - Help children challenge bullying, harassment and name-calling;
- Encourage children to be responsible, for example tidying up and pouring their own drinks;
- Reassure children they are valued as individuals even if their behaviour is sometimes unacceptable;

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- Take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour;
- Create a positive and stimulating environment with age appropriate and challenging activities;
- Give one to one adult support to children who misbehave to understand what was wrong and work towards a better pattern of behaviour;
- Will always make it clear to the child or children who are misbehaving, that it is the behaviour and not the child that is unwelcome or undesired;
- Will not humiliate, segregate, withhold food or use a 'naughty chair' in managing children's behaviour, as this is detrimental to their self esteem;
- Will not shout, or raise our voices in a threatening way;
- Will neither use or threaten physical punishment, such as smacking or shaking;
- Will handle any behaviour problems in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity;
- Will tackle recurring problems on a whole school basis, in partnership with the child's parents, using objective observation records to establish an understanding of the cause or analyse possible triggers.
- Are aware that some kinds of behaviour may arise from a child's special needs;
- Will where possible, ignore unwanted behaviour and focus on praising the wanted behaviour instead;
- Will allow children to move away to a quieter area to calm down. Once calm we talk to the child about their behaviour and listen to what the child has to say;
- Support children to learn ways to deal with their feelings;
- Understand that rewards are much more effective than sanctions;
- Do not use any form of physical intervention unless it is necessary to prevent personal injury to the child, other children, an adult or serious damage to property;
- Will record any incidents where physical intervention is used.