

PATA Managed Groups Promoting Positive Behaviour Guidance



We believe that children flourish best when given opportunities for play and adventure within a safe, caring environment which ensures developmentally appropriate expectations for their behaviour.

- Young children often engage in rough and tumble play and as children develop, they learn about boundaries, the difference between right and wrong, the impact of their behaviour and to consider the feelings of others.
- The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations.
- The key person can help identify and address triggers for behaviour and help children reflect, regulate and manage their actions.
- Positive reinforcement such as stamps, stickers, wow vouchers, star of the day, being a helper are used to encourage positive behaviour, as appropriate.

Policy Aim

- We will ensure that EYFS guidance relating to 'behaviour management' is incorporated into relevant policy and procedures.
- In order to manage children's behaviour in an appropriate way we will:
 - ensure that all staff are supported to address issues relating to behaviour
 - we will ensure staff are knowledgeable with, and apply the setting's procedures for promoting positive behaviour
 - attend relevant training to help understand and guide appropriate models of behaviour
 - have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary

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Behavioural Expectations

- Everyone in the setting is expected to respect each other.
- All children are taught the setting rules and regulations for the safety of themselves and others.
- The children are encouraged to contribute to these rules, empowering them to take control of their actions and understand the consequences of their actions.
- Parental support is paramount should any problems arise.
- We recognise that sometimes children may use words with violent imagery and 'act out' scenes that involve 'shooting' and 'killing', 'goodies' and 'baddies' because of their awareness of the outside world. We realise that this gives us opportunities to discuss right and wrong, real and pretend with children.
- Children are taught to respect their environment and the equipment provided for them. Parents are expected to support this as well and any persistent and deliberate destruction of toys, equipment or property may be charged to the parent.
- Bullying is not acceptable under any circumstances and will be dealt with immediately.,
- Staff will never punish a child by hitting, smacking, shaking, frightening or humiliating them.
- Staff will never restrain a child unless they pose a danger to themselves or others.

Procedures

- To promote positive behaviour staff set realistic boundaries and goals that are consistent.
- Diversion, praise and quiet discussion are techniques used to promote positive behaviour.
- We make the most of 'teachable moments' to encourage empathy, problem solving, negotiation and conflict resolution.
- By creating a stimulating environment we aim to keep each child occupied and happy.
- With adult consistency we avoid confrontation, empower the children, raise their self-esteem and maintain excellent communication
- Hurtful behaviour, whether physical or emotional, will be addressed using clear, consistent adult intervention.
 - The adult will approach the situation calmly, stop any hurtful actions, acknowledge the feelings of those involved, gather information and restate the issue to help children reflect, regain control and resolve the situation themselves.
 - If a child's behaviour continues to be unacceptable, they are told what is wrong, what is expected of them and if persistent are given an opportunity for reflection with a suitable practitioner.
- Children's unacceptable behaviour is addressed in accordance with the age, stage of development, and level of understanding.

- Incidents involving unacceptable behaviour are recorded in an incident book and shown to the parent or carer of the child concerned. A signature is requested as acknowledgement that they have been made aware of the incident and how it has been dealt with.
- If three similar incidents are recorded we follow the **ABC** method which uses key observations to identify:-
 - **A**ctivity or event (**A**ntecedent) that occurred immediately before a particular behaviour
 - **B**ehaviour that was observed and recorded at the time of the incident
 - **C**onsequences following the behaviour

Once the cause/trigger has been determined suitable alterations will be made or support put into place to minimise the likelihood of the event reoccurring.

- Any continuation of the same behaviour, parents/carers will be invited to meet with the setting manager and the child's key person to discuss the child's behaviour and actions to be taken if the behaviour continues.
- If appropriate additional help may be sought from the SENCO and if necessary through a MyPlan. See Special Education Needs Policy
- In very exceptional circumstances exclusion of a child from the setting may take place for an agreed period.

Physical intervention

- Staff must not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it “was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.” (EYFS)
- If “physical intervention” has been used, parents are to be informed on the same day that it occurs (or as soon as reasonably practicable). The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.
- Corporal (physical) punishment of any kind should never be used or threatened which could adversely affect a child's well-being.

Further guidance

- Special Educational Needs and Disability Code of Practice (DfE Jan 2015)

Internal use only

This guidance was adopted by _____ *(name of setting)*
On _____ *(date)*
Date to be reviewed _____ *(date)*

Signed on behalf of the provider
Name of signatory _____
Role of signatory (Setting Manager) _____

Signed on behalf of PATA (UK)
Name of signatory _____ Paula Hayball
Role of signatory _____ Chief Executive Officer