



## **Topkidz's Promoting Positive Behaviour Policy**

### **Policy statement**

We believe that children flourish best when their personal, social and emotional needs are understood and supported. We want children to feel welcomed and valued within our setting, where there are clear, fair and developmentally appropriate expectations for their behaviour.

We focus on supporting children to build a strong positive relationship with members staff, to enable them to feel happy, safe and secure with a good attachment.

*"The learning process is all about relationships. Unless this emotional engagement is made, learning will not stick positively in the memory".*

*Goleman 1996*

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. 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. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions.

### **Procedures**

In order to manage children's behaviour in an appropriate way:

- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We will ensure that EYFS guidance relating to 'behaviour management' is incorporated into

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relevant policy and procedures.

- We recognise that some children find it difficult to regulate their own emotions and require sensitive adults to support them to do this.

## **Strategies**

- We acknowledge and praise all acts of kindness, good listening, considerate behaviour and good turn taking as well as achievements.
- We support all children in our setting to develop a sense of attachment and belonging in our group so they feel valued and welcomed.
- We support all children in our setting in developing self-esteem, confidence and feeling of competence.
- We also endeavour to support children to develop the communication skills to express their feelings, needs and wishes.
- We use distraction and diversion to avoid unwanted behaviours, this can be interjecting before a situation/conflict arises.
- When faced with challenging behaviour staff respond using some of these strategies.  
Limiting choices e.g. play with duplo or playdough,  
De-escalation Script e.g. Use child's name, acknowledge their feelings, "John, I can see you are feeling sad" Offer help "Tell me about it, I am listening",  
Disempowering Behaviour Ignoring the behaviour if the child and other children are at no risk of danger, whilst trying to make other activities going on as interesting as possible to keep other children engaged so the challenging behaviour is not getting all the attention.  
"You can listen from there"  
We avoid situations where children receive adult attention only for inconsiderate or challenging behaviour.
- Staff are also aware that children with SEN may need extra time to process information so will be allowed longer to 'take up' information and react.
- Some challenging behaviours do need consequences, these are used to help the child learn and develop coping strategies / behaviour. These may include: limiting access to play resources, assisting with repairs or completing a task.

At Topkidz we do not use techniques such as ‘time out’ or ‘naughty chair’ and a child will never be sent out of the room by themselves.

- Our aim is to pre-empt the challenging behaviour and de-escalate, if crisis is reached we want to manage any risk and prevent harm and after crisis reflect, repair and restore.
- We help a child to understand the effect that their hurtful behaviour has had on another child and to understand that the other child has feelings too and that their own actions will impact on others feelings; 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.
- The approach used will also depend on age, understanding and developmental stage of the children. Younger children may respond better to simple language, guiding them away from situation to another activity whilst focussing attention on the child who has been hurt. Reflect later reminding them what happened simply and consequences.
- If the behaviour continues to reoccur and remain a concern then the manager should liaise with parents to discuss possible reasons for the behaviour, if there are any underlying causes why child may be upset, tired or frustrated e.g. poor sleep, change in family circumstances or routine.
- Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge and prevent escalation.
- If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents of the child who has been the victim of behaviour and the parents of the child who has been the perpetrator should be informed.
- The manager will contact children’s social services if appropriate, i.e., if a child has been seriously injured, or if there is reason to believe that a child’s challenging behaviour is an indication that they themselves are being abused.
- The manager will make a written record of the incident, which is kept in the child’s file; in line with the *Safeguarding children, young people and vulnerable adults* policy.
- Ofsted should be notified if appropriate, i.e., if a child has been seriously injured.
- Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.

## **Touch**

- Staff should not use physical intervention – or the threat of physical intervention, to manage a child’s behaviour unless it is necessary to use “reasonable force in order to prevent children from injuring themselves or others or damage property” (EYFS).
- If “reasonable force” has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible in the incident book, which states clearly when and how parents were informed.
- Staff will comfort a distressed child by cuddling them, as a way of calming them. We may cuddle the child who has been hurt as a way of comforting and reassuring them. We may also hold and comfort a child who is feeling angry and cross, to help them calm and control their emotions.
- We are aware that some children prefer their own personal space and we would always respect this, they may prefer to sit quietly in a corner until they have calmed down. We would monitor and keep an eye on their safety but not intrude. Once they are ready to engage again we would suggest a quiet 1:1 activity to reassure them. Or if appropriate encourage them back to the group activity without mentioning the incident at that time.
- In all situations where physical contact between staff and a child takes place, staff must consider the child’s age and level of understanding, the child’s individual characteristics, health and history, and the location where the contact takes place.