

## Promoting Positive Behaviour

- Positive behaviour is behaviour which is acceptable in terms of the child, other people and the environment.
- Negative behaviour is behaviour which is unacceptable in terms of the child, other people and the environment.
- Staff recognise that there is usually a reason for unacceptable behaviour and will encourage parents to let them know of any problems.
- Staff will make every effort to promote positive behaviour through praise and encouragement and wherever possible ignore unacceptable behaviour unless it has the potential to harm the child, others and/or the environment.
- Staff will let parents know about positive and negative behaviour. Their views will be sought on the possible reasons for unacceptable behaviour.
- Unacceptable behaviour that continues will be carefully observed and strategies for helping the child will be discussed with the parents.
- Staff will never label children as 'bad' or 'naughty'.
- Staff will never physically punish, shout at, threaten or humiliate children
- Clear and consistent age-appropriate boundaries will be set for children's behaviour, for example, tidying up resources after using them.

## Behaviour Management Strategies:

**Promoting Positive Behaviour** - the method used will be appropriate to the age and stage of the child

- Explain to children what to do
- Show children what to do
- **CONSISTENTLY** 'catch' them when they're good, i.e. reinforce any positive behaviour by giving positive reactions **REGULARLY**
- Draw attention to the good behaviour of others
- Be a good role model
- Use stories, posters, etc. to show children examples of good behaviour
- Activities to encourage positive behaviour
- Organise the space
- Praise/rewards
- **KEEP CHILDREN BUSY AND INTERESTED**

**Managing Negative Behaviour** - the method used will be appropriate to the age and stage of the child

- **KEEP CHILDREN BUSY AND INTERESTED**
- Remove sources of frustration, e.g. use time limits for popular activities
- Distracting the child

- Ignoring as described above
- Reasoning and explaining
- Keeping calm
- Warning look
- Removing the child from the situation, letting them know about the behaviour you expect before they can return to the activity
- Reminding children of the rules
- Experiencing the consequences of their actions
- Saying 'no' and meaning it - being consistent

### **Repeated Unacceptable Behaviour, e.g. hitting, biting**

- All incidents must be recorded by staff using the 'ABC' observation method\* so that we can try to identify any patterns to the behaviour
- A confidential meeting with parents must be arranged, initially with the key worker
- A strategy for dealing with the behaviour should be agreed between the parents, key worker and manager and adopted consistently both at home and in the nursery
- If the unacceptable behaviour continues, further professional advice should be sought by the parents with the full support of the nursery. In the first instance this would usually be the child's Health Visitor or GP.

### **Restraint & Physical Control of Nursery Children**

A child may display behaviour which is well beyond acceptable boundaries and which put themselves, other children and staff at risk. The use of physical intervention is wherever possible avoided. However, where necessary and appropriate, reasonable force will be used to control or restrain children.

Physical restraint will only be used as a last resort when all other behaviour management strategies have failed.

**Underlying Principle:** Section 550A of the Education Act 1996 has clarified the position regarding the use of reasonable physical force to control or restrain pupils by qualified staff members as instructed by senior management. In taking account of legislation a policy statement outlining a consistent approach within the legal framework has been produced.

**Purpose:** Qualified staff need specific clear-cut guidance on strategies and options they may employ on the rare occasions when physical intervention is necessary to prevent a pupil from either causing an injury to themselves or others and causing damage to property.

**Guidelines:** All qualified staff are authorised to use minimum physical restraint in certain, limited situations.

\*The ABC observation method is where staff note the Antecedent, the Behaviour and the Consequence, i.e. what happened immediately before the behaviour, the behaviour itself and what happened as a consequence of the behaviour. For example, X sits beside Y (antecedent), Y hits X (behaviour), Y is told 'no' and removed from the situation (consequence).

Minimum physical restraint might be appropriate:

- Where there is imminent risk of injury
- Where there is a developing risk of injury
- Where there may be significant damage to property
- Where a child is behaving in a way that is compromising good order and the safety within the setting.
- In self-defence.

A qualified member of staff who has reason to be concerned about a child should take action when a child indicates an intention to harm self, others or property. Staff members will work as a team to resolve the situation by giving clear instructions to the child about what will be the consequences of their actions. Physical restraint will only be used as a last resort. In extreme cases where physical intervention may become necessary two members of staff will be present and details of the incident and outcomes will be recorded within 24 hours of the event and retained within the child's file. Parents will be given details of the incident as soon as possible after it occurs with a copy of the incident report.

Where routine room management is not effective in dealing with the continued behaviour of a particular child a behaviour plan will be put into place. This will be drawn up in consultation with the child's key worker, and parents/carers. Such plans will identify undesirable behaviour potential triggers for such behaviour and the risks to staff and children. It will also contain advice for staff for management of such situations. All relevant staff should be made aware of the content of such plans which are subject to regular review.