

## Policy for Promoting Positive Behaviour at Marshmallows

### AIMS

We believe that:

- All members of our setting are entitled to a calm, purposeful, happy and inviting atmosphere.
- Children from all backgrounds should feel valued, respected, independent, included, engaged and able to form relationships with both adults and peers.
- They should feel free from humiliation and encouraged to learn from their mistakes.
- Children should be polite, caring towards each other, able to respect resources and the play of others, able to engage in the rules and routines of the setting and show the ability to listen to and respond to adults.
- Adults should feel included in a whole team approach to behaviour where they are able to share responsibilities, knowledge and concerns. It is important that adults can communicate with other adults and children, can feel safe in the work place and are confident to deal with a variety of situations and behaviour issues.
- Staff member's opinions and ideas should be taken into account and that they are valued and respected.
- Adults should be good role models, who respect children's mistakes ensuring that children learn from them.
- Adults should be caring, understanding, patient and willing to listen to children.
- Promoting positive behaviour within our setting is important, so that children have the opportunity to develop holistically, preparing them for their continued education through their transition to the reception class. We would define unreasonable behaviour as anything which causes harm or distress to people or damage to property. We would not however label this as 'naughty behaviour' warranting punishment.
- We see personal, social & emotional development as a core element of our curriculum linked to the Foundation Stage. Whilst acknowledging and seeking to meet every child's need for 'all round' development, we are aware that some areas of emotional and social development may lead to conflict with others resulting in unreasonable behaviour.
- We will work in partnership with parents/carers in supporting children's development in this area.
- Staff will work with other agencies where appropriate eg. Community child psychology, EY SENCO.

### PURPOSES and OUTCOMES

To provide:

- A safe & secure environment where all children and adults are valued and motivated,
- Positive behaviour management techniques and praise to underpin all our strategies in the early years,
- Rewards and sanctions to maintain positive behaviour patterns and to emphasize routines,
- A setting where all individuals feel respected and included, regardless of gender, race, religion, ethnicity, background, family or social circumstances,
- Children with freedom from judgements - whether based on previous behaviour or the behaviour of other family members,
- An effective learning environment that stimulates, motivates and engages all children,

- Team members who can be confident to pre-empt behaviour problems to reduce their occurrence,
- Adequate supervision and interaction with children at all times to limit stressful situations,
- Good management and support to ensure staff are able to manage situations to the best of their ability,
- Adults who can be effective role models - being kind, tolerant, gentle, patient, supportive and understanding.

## GUIDELINES

In order to achieve these outcomes we will:

- Give children positive, clear instructions,
- Reach the eye level of the child and maintain eye contact when giving instruction or addressing behaviour,
- Limit shouting but use a firm voice when necessary,
- Not use or threaten physical punishment i.e. smacking or shaking and children will not be 'sent out' of the room by themselves.
- Praise children - making praise explicit, ensuring children who are behaving appropriately receive the attention they deserve, using praise of others to motivate those less eager to respond,
- Understand that these are the first steps in very young children's learning and respond appropriately to their mistakes - allowing them a safe place to make mistakes without humiliation
- Avoid labelling children,
- Be discreet and limit others overhearing interactions addressing behaviour,
- Use cue cards or photographs to enforce rules so that children are clearly aware of expectations,
- Engage and involve children positively in activities that they will readily enjoy to avoid confrontation and boredom,
- Provide a stimulating environment where children can make their own decisions and choices,
- Provide rewards for positive behaviour - stickers, star of the week,
- Discuss concerns about any persistent behaviour problems discretely with setting manager; Foundation stage co-ordinator or head teacher - but never openly discuss concerns in front of the child or other children, inform parents of any issues, with manager's consent, and if necessary arrange a meeting (remembering to discuss any positive aspects of behaviour too).

## CONSEQUENCES

Children should be:

- Encouraged to comfort others and make amends (eg. By getting a tissue, 'rubbing better', offering a comforting cuddle) if their behaviour has hurt someone else.
- Removed from the group or activity if behaviour is disrupting other children or threatening their safety.

**Consequences** are only appropriate as a last resort and the children should be given a clear understanding of the consequences of continuing with the behaviour. These should be immediate and relatively short.

- 2 warnings, timeout (minimum attention, no eye contact, in a quiet neutral zone - quiet area, identify inappropriate behaviour, take any item causing issue from the child, hold the child's hand or

sit them on a chair next to you for a short period of time (just a few minutes), re-direct and settle child at an appropriate activity. If the child continues to display aggressive/disruptive or inappropriate behaviours then a higher sanction would be a visit to another foundation stage teacher -Miss. Gould (accompanied by a practitioner).

- In the rarest of occasions such as extreme violence or language, or persistent aggressive or disruptive behaviour, the head teacher, should be consulted.

### PARTNERSHIP with PARENTS/CARERS

If a child has a pattern of behaviour that causes concern:

- to be successful in promoting positive behaviour, the setting and parents/carers must work in partnership.
- The manager will contact parents and work with them to plan support for their child's development. Parents should contact the manager, if they have any concerns or worries relating to their child's development in the area of personal, social and emotional development.

### COMMUNICATION

**Children:** Expectations will be communicated with the children in a manner appropriate to their stage of development (eg. photographs to demonstrate good sitting, lining up etc.)

- Story time - sit quietly on carpet with legs crossed and hands on knees.
- Mealtime - sit on chair with legs under the table.
- Tidying up - all children should be encouraged to join in and praised, helping one another.
- Moving from class room to other rooms - children should not run.
- Getting ready to go out - lining up by the door without pushing others.
- Sharing toys - play alongside others in harmony.

**Staff:** As part of an induction for all new staff and as part of ongoing professional development.

**Parent/carers:** Included in the 'Welcome Pack' available to all families prior to their child's starting in the setting along with the Safeguarding and Health and safety policies.

### MONITORING and EVALUATION of POLICY and PROCEDURES for PROMOTING POSITIVE BEHAVIOUR.

The policy and procedures will be evaluated annually in light of reflection or feedback from its ability to promote positive behaviour patterns within the setting.

Training for staff will be available where appropriate.

The setting will undertake monitoring and evaluation;

- Through ongoing observations of groups and individuals,
- Through analysis of the use of praise and sanctions,
- Through responses from parent/carers and other members of the local community.