

# Positive Behaviour Policy

*Positive experiences, create positive feelings*  
*Positive feelings, create positive experiences*  
*Negative experiences, create negative feelings.*  
*Negative feelings create negative behaviour*

## Statement

We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. With support, encouragement, teaching and modelling, children learn to consider the views and feelings, needs and rights of others and the impact that their behaviour has on people, places and objects.

Our aim is to focus on the positive behaviour that the child is capable of and to recognise, plan and respond to negative behaviour before it escalates. We believe that it is our role to teach positive behaviour and our responsibility to investigate the experiences and feelings that lie behind negative behaviour.

We have written this policy in line with the Norfolk Steps training.

## Responsibilities

*The Pre-School Leader* is our designated person for positive behaviour management and is supported by *our Deputy Leader(s)*.

Together they will:

- Keep their Step On training up to date.
- Identify, discuss and plan for behaviour issues in the setting.
- Access additional support and advice if needed.
- Cascade training to all staff and support staff with their key children.
  
- 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 respect.
- We familiarise new staff and volunteers with our Positive Behaviour Policy and its guidelines for behaviour.
- We work in partnership with parents and carers.

## Procedures

It is our policy to teach behaviour not to manage it and we do this by:

- forming positive relationships.
- role modelling positive strategies.
- being consistent.
- using scripts and routines.
- using positive phrasing.
- planning.
- rewarding and using positive reinforcement.
- offering comfort and forgiveness.

When considering negative behaviour we use the format: Think, Plan, Respond.

## **Think**

We would consider whether the behaviour is conscious or unconscious and the experiences that have caused the feelings that are being expressed through the behaviour. Bearing in mind that these can also be medical, habitual, entrenched or learned behaviours.

### ***Conscious behaviours***

(Behaviours that we choose)

Checklist

- What is the motivation?
- What is the incentive?
- What is the perceived outcome?
- What is the expected consequence?

### ***Unconscious behaviours***

(Behaviours that choose us)

Checklist

- What is the anxiety?
- What is the fear?
- What is the frustration?
- What is the confusion?
- What is stimulating them?

## ***Record forms***

### ***Event sample/Record of harm***

Used to record the behaviour and identify any patterns or triggers.

Used to record the impact and frequency of the behaviour.

### ***Feelings tree***

Used to explore the underlying reasons behind the behaviour.

## **Plan**

Effective planning needs to focus on strategies to maintain stable or pro-social behaviour, to respond to early signs of escalation and manage cool down (recovery) and reflect, repair and restore (learning), as well as managing the identified challenging or harmful behaviour.

## ***Record Forms***

### ***Child specific risk assessment***

Used to assess the severity and impact of the behaviour.

### ***Intervention plan***

Used to describe what the behaviour looks like and to detail the strategies to use when intervention is required.

## **Respond**

When responding to behaviour we use:

- positive phrasing '*Keep the toy in your hand*'

- limited choice *'Do you want to sit next to me or next to your friend?'*
- and we do not
- empower the behaviour.

At all times when we consider our response we need to weigh up the actual harm in terms of our duty of care.

Duty of care to child  
Inclusion (education), individuality, opportunity, choice and dignity  
versus  
Duty of care to staff, children and others  
Risk of harm, personal vulnerability, professional vulnerability, loss of opportunity

### **Restorative approach**

*An approach to inappropriate behaviour which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. (Wright 1999)*

Cool down, reflect, repair and restore are essential stages following any harmful behaviour.

If it is considered that the child is unable to access this process then it must be accepted that the child is unable to take any responsibility for their behaviour, therefore any negative response in the way of punishment, consequence or sanction would be unacceptable.

It is essential that everybody involved in a harmful incident is given time to recover before the process of reflect, repair and restore can begin.

### **Incidents**

- We record serious incidents of behaviour, such as racial abuse or physical injury to children or adults, on an Incident form detailing what happened, what action was taken and by whom, and the names of witnesses.
- The child's parents/carers are informed on the same day and asked to sign the Incident form.
- If the incidents were to continue then we would consider recording the harm caused and analysing the patterns and possible triggers behind the behaviour using a record of harm and an event sample.
- Using the information gathered from these observations and in consultation with the parents/carers we would consider the experiences and feelings that were behind the behaviour and come up with a strategy.
- If necessary, we would carry out a risk assessment and write an intervention plan, which would detail the strategies to prevent/reduce or deal with incidents.
- Where these strategies did not work we would make the necessary referrals.

### **Statement on biting**

Many children go through difficult stages in their development that can be upsetting such as biting. Biting is common in children whose language skills are still developing and can often be an expression of frustration that they have not yet acquired the skills to express what they are feeling. We ask for parents and carers support in the event of their child biting or being bitten and hope that they will understand the need for our policy and the ethos behind our procedure, which is to safeguard the interests of all concerned.