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| Wales: NMS |
| 2.2, 6.8, 9.1-9.9 |

**Positive Behaviour Policy.**

Behaviour can be defined in many different ways, some behaviours are desirable and have a positive effect on others, some are undesirable and can adversely affect the individual, other people and the environment and some behaviours have little effect on others but can have a drastic effect on the quality of life of the individual.

There are several steps that we take to encourage positive behaviour patterns at Sêr Bach.

**CREATING A POSITIVE, CALM, RESPECTFUL ENVIRONMENT.**

We know that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else.

We believe this can be achieved by providing an interesting, stimulating environment where respect is shown to everyone and all property.

Giving children the ability to communicate effectively and listening to what they have to say.

We know that children are great imitators and therefore we give them something great to imitate. All staff will provide a positive role model for the children with regard to friendliness, care and courtesy.

We work proactively to ensure children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

[*The 'self-image' is the key to human personality and human behaviour. Change the self-image and you change the personality and the behaviour.*](http://www.brainyquote.com/quotes/quotes/m/maxwellmal157457.html?src=t_human_behavior)

[***Maxwell Maltz***](http://www.brainyquote.com/quotes/authors/m/maxwell_maltz.html)

**How we achieve a calm and happy atmosphere at nursery:**

Rules governing the conduct of the group and the behaviour of the children will be discussed and agreed with the Nursery and explained to all newcomers, both children and adults.

All staff in the Nursery will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.

Staff in the Nursery will praise and endorse desirable behaviour such as kindness and willingness to share.

**REACTING TO INDIVIDUAL BEHAVIOURS.**

We ensure that all children are praised every day. That they feel valued and loved. If a child is having a ‘bad’ day we work together as a team to ensure that the attention that they are receiving does not reinforce the more ‘undesirable’ behaviours.

Undesirable behaviour – Most children at certain stages of development demonstrate behaviour that is negative. Children may demonstrate negative behaviour verbally or physically eg. biting/swearing. We recognise that children may display negative behaviour due to the fact that they are still exploring their emotions and understanding of what is socially accepted.

**When children behave in unacceptable/negative way:**

We will treat each situation individually with sensitivity, respect and care towards every person involved.

Physical punishment, such as smacking or shaking, will be neither used nor threatened.

Children will never be sent out of the room by themselves.

Techniques intended to single out and humiliate individual children such as the “naughty chair” will not be used.

Children who behave in an unacceptable/negative way will be given one-to-one adult support in seeing what was wrong and working towards a better pattern of behaviour.

Where appropriate this might be achieved by a period of “calm down time” with an adult.

In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.

In any case of unacceptable/negative behaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.

Staff will not shout, or raise their voices in a threatening way.

Staff in the Nursery will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.

If behaviour results in an injury to another child/adult eg a bite or damage to property the incident should be recorded in the accident / incident book.

Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children’s level of understanding and maturity.

**MANAGING RECURRING BEHAVIOURS.**

Both the manager and deputy at Sêr Bach are experienced in the management of behaviour and having worked alongside the Complex Needs Service and having received training and onsite support from experts in the field of behaviour including Steve Noon, Ed Blewitt and Dr Vince Carbonne.

Every instance of ‘recurring' behaviour will be noted in the child’s personal LOG in the office and we will speak to the parent in a sensitive manner.

In the case of an individual child’s behaviour the child’s key worker and room leader in conjunction with Cheryl Thomas will work together to ascertain the function of the behaviour. A way forward will then be devised that will tackle the reason for the behaviour and a decrease in the occurrence of inappropriate behaviours should be seen.

Recurring problems will be tackled by the Nursery, in partnership with the child’s parents, using objective observation records to establish an understanding of the cause. Parents will be invited to a meeting and an appropriate action plan will be decided together. It the situation persists, outside agencies may be contacted to offer constructive, confidential advice.

Staff will be aware that some kinds of behaviour may arise from a child’s special needs and appropriate support/arrangements will be agreed with parents.

Bullying – Staff recognise that on occasions children may be the victim or perpetrator of bullying. Staff should ensure that comfort is provided to the victim of bullying. The child’s parents should be informed and offered support, ensuring anonymity of children involved. Staff should sensitively manage a child who is bullying and acknowledge the child’s stage of development/understanding whilst ensuring the inappropriateness of the behaviour/actions are made clear. Staff should inform parents, maintaining confidentiality and offering support.

Staff training – All staff will be trained in pro-active strategies to encourage positive behaviour patterns.

A Behaviour Pyramid will be created in cases where behaviour is affecting the quality of life of a child or the children around them. This will serve to tackle aspects of behaviour in a logical order and will ensure that the staff are reacting consistently. Progress will be recorded and clear to see with approaches being consistently evaluated to ensure the best possible outcomes for all. See Sheet 1.

A variety of proactive techniques are employed regularly in the nursery.

* Distraction – this relies on staff using excellent observational skills and knowing the children well. When they see the potential for a ‘difficult’ situation to arise they will distract the child with a different activity or attention. It is very important that distraction doesn’t turn into reward and should only be used if the timing is correct.
* Let’s make a deal/ Learning to wait – Using this system a child will learn to co-operate with a task they find difficult by exchanging tokens to get a reward. The timing when introducing this system is crucial to it’s success and should only be attempted at times when a member of staff can be present for a whole session. This is a robust system and once the child has understood the concept they will be able to co-operate without requiring one to one attention.
* ‘Cool down’ – will be used occasionally. This will only be effective if used correctly. We do NOT have a designated time out chair or naughty chair as we consider that labelling young children as ‘naughty’ is unnecessary.
* ‘Cool down time’ will be given away from the situation but within sight of the staff.
* The member of staff who is dealing with the situation will be the person who explains to the child why they need to ‘Cool down.’
* We will always speak calmly but using a firm voice and will remain within eyesight of the child at all times.
* The period of time will not usually exceed a minute for each year of a child’s life, if there are extreme exceptions the advice of a senior member of staff will be sought.
* Whenever possible a visual clue will show the child how long they have to wait.
* The member of staff who began ‘Cool down’ will speak to the child again, encourage them to apologise and encourage the child to join in with an appropriate activity immediately.
* Rules and routines – the children take a positive and proactive role in helping to create routines within the nursery. They are encouraged to take responsibility for their tasks, environment and each other.

All children are respected and through the development of a caring, respectful environment the children at Sêr Bach develop caring and positive relationships with each other.

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| **This policy was adopted on** | **Signed on behalf of the nursery** | **Date for review** |
| *2nd March 2014* | *Cheryl Thomas* | *March 2015* |
| *May 2015* | *Cheryl Thomas* | *May 2016* |
| *May 2016* | *Stacey Clutton* | *May 2017* |
| *June 2017* | *Stacey Clutton* | *June 2018* |
| *June 2018* | *Text, letter  Description automatically generated* | *June 2019* |
| *June 2019* | *Text, letter  Description automatically generated* | *June 2020* |