



Positive Behaviour Policy

Version Control

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INTRODUCTION

This Policy aims to give guidelines to support positive behaviour by the children in our Kindergarten, and, if necessary, to give guidance on the use of creative discipline, and as a last resort physical restraint.

What is Positive Behaviour policy?

- Encouraging and acknowledging good behaviour and having a consistent approach to unwanted behaviour.
- Promoting self- esteem by encouraging children to value and respect themselves and others.
- Providing a safe **environment**.

- Promoting early intervention.

With this policy comes the general Policy on the Use of Physical Restraint, which meets current regulatory guidelines.

These Policies will be reviewed annually and whenever necessary in the light of new legislation, experiences, and feedback.

These Policies will be kept in the Policy Folder at the kindergarten and accessible to all parents and staff online.

KINDERGARTEN ETHOS

Our Kindergarten aims to provide a warm, home-like atmosphere and an opportunity for the children to learn through imitation, free play, rhythm, and repetition.

It follows from our approach that we strongly believe in giving children the free space to develop their creativity, fostering a life-long love of learning, which in turn helps to lay the foundation for a healthy adult life. In our Kindergarten we aim to create an environment, which encourages cooperation, sociability, and reverence and respect for life and nature.

Our setting recognises the importance of positive and effective behaviour management strategies in promoting children's welfare, learning and enjoyment.

The aims of our behaviour policy are to help children to:

- Develop a sense of caring and respect for one another.
- Build caring and co-operative relationships with other children and adults.
- Develop a range of social skills and help them learn what constitutes acceptable behaviour.
- Develop confidence, self-discipline, and self-esteem in an atmosphere of mutual respect and encouragement.

BEHAVIOUR MANAGEMENT

The structure and rhythm of the activities are organised to encourage the children's behaviour to be positive, cooperative, and constructive.

Staff use positive methods of guidance, with anticipation and pre-emption of potential problems, and/or avoidance of difficulties through early intervention, redirecting the children in a non-confrontational way as considered appropriate. The aim of the Kindergarten staff is to have a close knowledge of each child.

All children learn and grow in their understanding of socially appropriate and desirable behaviour. In the Kindergarten the teachers work with social behaviour by endeavouring to be role models worthy of imitation. The variety and sequencing of the daily activities build a firm rhythm that provides a comfortable knowing of what to expect by the child, which further contributes to the intention to support positive behaviour.

Parents are encouraged to discuss and inform any difficulties a child may be facing at home, or any factors, which may affect that child's normal behaviour. Allowance will be made for such things as children's ages and stages of development, family circumstances etc.

Where problems arise that do not respond to our approaches, the Kindergarten teacher will arrange to discuss these discreetly with the parents, so that they can work together in deciding upon and reinforcing, the most appropriate direction for the child.

As the children work and play, the staff encourage respect and care of self, others, and the environment, and encourage the learning of self-control.

BEHAVIOUR THAT IS CHALLENGING

When confronted with negative behaviour, staff will be clear to distinguish between 'disengaged', 'disruptive' and 'unacceptable' behaviour.

- 'Disengaged' behaviour may indicate that a child is bored, unsettled, or unhappy. With sensitive interventions, staff will often be able to re-engage a child in purposeful activity.
- 'Disruptive' behaviour describes a child whose behaviour prevents other children from enjoying themselves. Staff will collectively discuss incidents and agree on the best way to deal with them.
- 'Unacceptable' behaviour refers to non-negotiable actions and may include discriminatory remarks, violence, bullying or destruction of equipment. Staff will be clear that consequences will follow from such behaviour, including in the first instance, temporarily removing a child from the activity session.
- When an incidence of negative behaviour occurs, staff will listen to the child or children concerned and hear their reasons for their actions. Staff will then

explain to the child or children what was negative about their behaviour and that such actions have consequences for both themselves and for other people.

Most children experience social difficulties at some time in their development. There are several ways teachers and staff can help children who may be presenting with behaviour that is challenging.

- Redirect the child to a new focus or activity.
- Gain the child's attention with a look, gesture, or word to make them aware of our observations.
- Remove the child from the situation and engage them with an adult-led task. This stops the inappropriate behaviour, refocuses the child's attention, and enables them to calm down.
- When appropriate the child returns to the group. Staff will encourage and facilitate mediation between children to try to resolve conflicts by discussion and negotiation.
- If the disruption continues, keep the child inside for a short time to help tidy or prepare for story, while the others go out to play. After a while the child may join the others outside.
- Staff will facilitate regular and open discussions with children about their behaviour. This will help them to understand the negative aspects of their behaviour and enable them to have their say and be helped to think through the causes and effects of their actions.
- Staff will work as a team by discussing incidents and resolving to act collectively and consistently.
- We will work in partnership with children's parents. Parents are regularly informed about their child's behaviour by their teacher. We work with parents to address recurring inconsiderate behaviour, using our observations records to help us to understand the cause and decide jointly how to respond appropriately.
- Staff will try to discuss concerns with parents/carers at the earliest possible opportunity in an attempt to help identify the causes of negative behaviour and share strategies for dealing with it.

Approaches for consideration when behaviour of a child is consistently disruptive and/or there is a cause for general concern can include:

1. Parent notification and consultation on a regular basis.

2. Teacher review on a regular basis (daily and/or weekly).
 3. Discussion with parents, teachers, and child where appropriate.
 4. Implementation of an action plan to target a particular concern or problem.
 5. Recommendation to consult with other professionals for help and support.
- Staff must also be aware that challenging behaviour may be a result of the child suffering some harm, if this is a possibility the teacher must refer to the procedures within the [Safeguarding and Child Protection Policy and Procedure](#)

PARENTAL SUPPORT

In keeping with our philosophy of supporting positive behaviour, we ask that parents agree to support us by considering the appropriateness of toys and clothing available to your child. Electronic games, weapons, cartoon or superhero images and their actions are not considered helpful in social integration and may work actively against what we are doing in the Kindergarten.

Our Kindergarten supports the child's right to a nourishing, supportive and appropriate environment. We acknowledge that all children learn from their environment through the sense impressions they receive and their imitation of what they experience around them. We feel that watching television is not an appropriate experience for the Kindergarten aged child. It does not encourage meaningful movement, nourish the child's need for a variety of rich sense impressions, or provide appropriate role models. At an age when play is all-important, it restricts the child's life experiences, some of which may be irreplaceable. We find that television does not support positive behaviour in the Kindergarten and ask parents to try and avoid their young children watching television or restrict it to a minimum.

POLICY ON USE OF PHYSICAL RESTRAINT TO CONTROL OR RESTRAIN CHILDREN

INTRODUCTION

There may occasions, despite the calm creative atmosphere in the Kindergarten, and promotion of positive behaviour, when it is necessary to hold or restrain a child either to prevent an incident, or to control behaviour that is already occurring.

It is a Policy that staffing in the Kindergarten will be as consistent as possible, so teachers and assistants will get to know the different children and through experience will avoid any negative incidents.

Physical intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child; other children or an adult; to prevent serious damage to property, or in what would be regarded as exceptional circumstances.

Any occasion where physical intervention is used should be recorded in the incident book, and the parents should be informed on the same day.

The Director of the CIC is responsible for any behaviour management issues.

The Use of Physical Interventions

- Staff will use physical interventions only as a last resort and only then if they have reasonable grounds for believing that immediate action is necessary to prevent a child from significantly injuring themselves or others or to prevent serious damage to property.
- Before reaching this stage, staff will have used all possible non-physical actions, such as dialogue and diversion, to deal with the behaviour. The child or children concerned will be warned verbally that physical intervention will be used if they do not stop.
- A dialogue will always be maintained with the child or children, so that the member of staff can explain what they are doing and why they are doing it. Staff will make every effort to avoid the use of physical interventions if they are alone with the child or children.
- Only the minimum force necessary to prevent injury or damage should be applied. For example, by diverting a child or children by leading them away by a hand or by an arm around their shoulders.
- Staff will use physical intervention as an act of care and control and never punishment. Physical interventions will not be used purely to force a child to do

what they have been told and when there is no immediate risk to people or property.

- As soon as it is safe, the physical intervention should be gradually relaxed to allow the child or children to regain self-control.
- The force of the physical intervention will be always appropriate to the age, size and strength of the child or children involved.
- If staff are not confident about their ability to contain a particular situation or type of behaviour, consideration will be given to calling the Director of the CIC or Deputy Safeguarding lead or, in extreme cases, the police.
- Where a member of staff has had to intervene physically to restrain a child, the Director of the CIC or safeguarding lead will be notified and the incident recorded in the Incident Record Book. The incident will be discussed with the parent/carer at the earliest possible opportunity.
- If a staff member commits any act of violence or abuse towards a child at the Setting, serious disciplinary action will be implemented, according to the provisions of the Staff Disciplinary Procedures Policy.

REFERENCES

- **School behaviour and attendance**
<https://www.gov.uk/government/publications/parental-responsibility-measures-for-behaviour-and-attendance>

Preventing and tackling bullying Ref: DFE-00160-2017

- <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

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- Use of reasonable force in schools Ref: DFE-00295-2013

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use of reasonable force advice Reviewed July 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

Other main relevant Phoenix Kindergarten policies:

- [Prevention of Bullying Policy](#)
- [Safeguarding and Child Protection Policy and Procedure](#)