

## Achieving Positive Behaviour

At Incey Winceys Day Nursery and Preschool we understand that every child is an individual, and we take a child-centred approach to managing their behaviour.

All behaviour is communication and research shows that when children feel safe, healthy, nurtured, respected, actively included and responsible they are more likely to develop self-confidence and resilience.

Unwanted behaviour is a sign of an unmet need so we are mindful of what need that could be when trying to understand the function of the behaviour.

We also understand that the children in our care are learning social cues and boundaries, skills such as sharing and how to manage their own feelings, and that often using simple, well thought out plans can prevent or divert unwanted behaviour and by providing lots of positive attention when the child is calm, we can help minimise attention seeking behaviours. We also acknowledge that staff are role models and it is imperative to stay calm, and be positive throughout the day.

We recognise that codes for interacting with other people vary between cultures and this requires all staff to be aware of and respect those used by children and their families at our setting. We work closely with parents to find strategies that are consistent, appropriate and positive in their approach.

We familiarise new staff with the setting's behaviour policy and its guidelines for behaviour. They have a responsibility to provide positive relationships and to plan adequate time with each key child in their care. They also understand behaviour as communication and must respond appropriately and consistently.

We have a designated behaviour management co-ordinator in each room.

The Co-Ordinators are required to:

- Keep themselves up to date with legislation, research on promoting positive behaviour and on handling children's behaviour where it may require additional support.
- Access relevant sources of expertise on promoting positive behaviour within the nursery.

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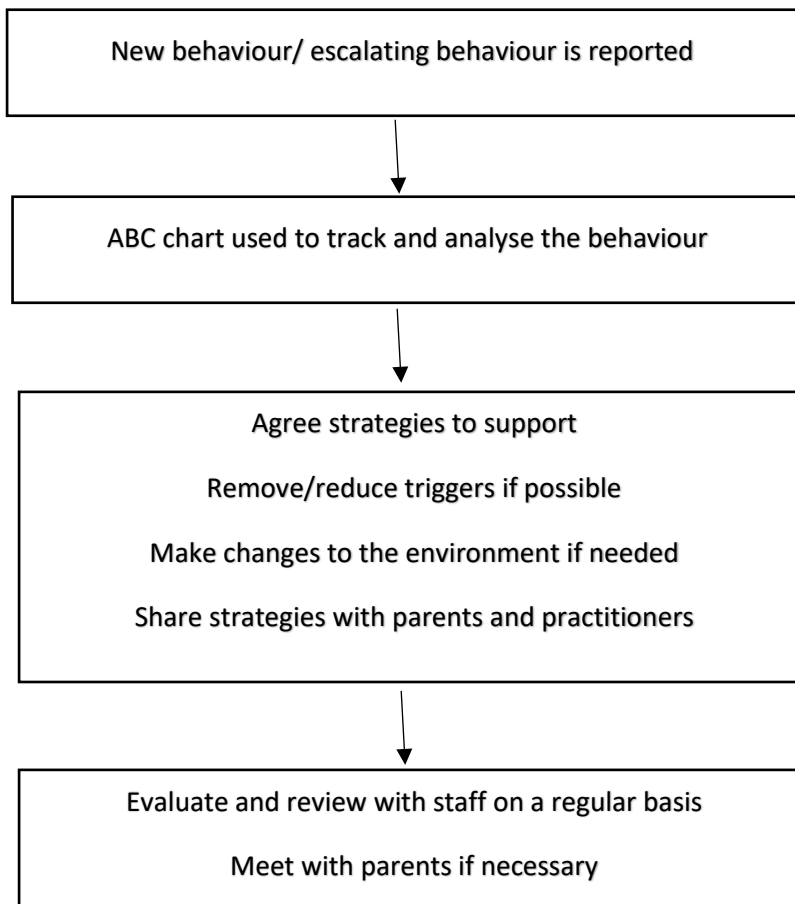
- Check that all staff have relevant in house or exterior training on promoting positive behaviour. A record will be kept of this training.

The environment has a big impact on children's wellbeing and must include:

- Opportunities for children to engage in open ended resources
- Opportunities for physically active play inside and outside
- A variety of activities on offer
- A chill out cosy area
- Toys and resources that can be accessed by the child freely
- Consistent boundaries between the staff team
- Uncluttered space

Process for achieving positive behaviour

We follow these steps stated below to achieve early intervention and support:



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The following strategies may be used to de-escalate behaviours:

- Seeking to understand what the child is communicating by their behaviours
- Talking quietly and calmly to the child
- If appropriate, allow the child time to calm down independently
- Allowing the child to think and make choices
- Giving the child appropriate opportunities to explain their perspective – active listening
- Redirecting attention to positive activities
- Providing personal space – e.g. cosy corner
- Removing others from the vicinity to protect dignity
- Setting boundaries in non-confrontational ways
- Planned ignoring of low-level behaviours
- Encouraging child to use breathing techniques such as counting to 10
- Working with the child to identify their emotions

After unwanted behaviour we are aware that the child may be feeling overwhelmed so we provide space, calm and if needed, a cuddle.

We feel that once an incident has been dealt with, we shouldn't dwell on it and we feed back to parents, if appropriate, in discreet and respectful ways, for e.g. on Family rather than in earshot of the child.

We are aware of the need for privacy when discussing behaviour, as such these discussions should happen out of the room and away from the children.

We do not use any techniques that isolate or humiliate children, and we never use physical force or threats of physical force.