



# Promoting Positive Behaviour Policy

This policy was adopted at a meeting of:

*Torphins Playgroup Pre-School*

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On (date) .....

Signed ..... Designation  
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## **1. Statement of Purpose**

We acknowledge that working with very young children means we play an important role in fostering positive and caring attitudes towards others. We recognise that for the very young child, their own personal needs are central and that they are in the process of learning to control their emotions, develop their sharing and turn taking skills and build their concern and empathy for others. We want to foster attitudes that enable them to contribute positively to shared experiences.

In order to support children to do this, our focus will be on promoting positive behaviour, endeavouring at all times to take a positive rather than negative approach. Our aim is to be supportive and non-confrontational.

Throughout this policy the term **parents** is used to include all main caregivers.

## **2. Consistency of Approach**

In promoting positive behaviour consistency of approach within the staff team is vital to ensure clear messages and avoid confusion for the children. We also recognise the importance of working co-operatively with parents in this area and will share this policy with them and take cognisance of their comments and suggestions.

Staff will at all times present a good role model of behaviour to children, both in their interactions with other adults and with the children themselves.

We will highlight and focus on good behaviour rather than reprimanding children where possible. We will always endeavour to diffuse any potential situation and not escalate it by being in any way confrontational.

Rewards for good behaviour should take the form of praise and adult attention.

## **3. Expectations**

We expect adults/staff and children to treat each other and the environment with respect, care and concern at all times. We will promote this ethos throughout the setting. We will use group, gather and snack times to engage children in non-threatening discussions about appropriate behaviour, acceptable boundaries and why we need guidelines for behaviour within the setting. We will adopt and follow 'playgroup rules' using signs and pictures to pictorially assist in the setting of acceptable boundaries. We will encourage empathy for the feelings and safety of others. Apologies for any lapses in behaviour will be encouraged but never forced. Positive behaviour expectations of children will also be shared with parents at enrolment and revisited at parents' evenings or consultations to foster a co-operative and consistent approach.

## **4. Strategies**

4.1 The management of behaviour is the responsibility of everyone in the setting. Staff, children and parents should work together to develop and establish an approach relevant to all. Positive behaviour will be reinforced with praise and encouragement and staff will set a positive example to children, thus enabling a culture of respect to be developed between children and staff. Staff and children will value each other and behave in a tolerant friendly way to each other. As a staff team we will model behaviour which promotes wellbeing and encourage it in others. In order to help develop a positive image and acquire discipline, self-monitoring of behaviour should be established. Staff will work as a team and develop a consistent

approach when dealing with behaviour. This creates a secure environment for the children and allows them to predict and understand the consequences resulting from their behaviour. Staff will remain calm and avoid raising their voice. When talking to children about their behaviour, staff should maintain eye contact with the child and address them at their level.

4.2 Children should be encouraged to take responsibility for their own behaviour, to resolve conflicts themselves and be given opportunities to develop the interpersonal skills needed to develop as confident individuals. Conflicts between children should try to be resolved by discussion and negotiation. Children should be given the opportunity to explain the reasons for their behaviour, this should be discussed with the child and reasons should be given as to why the behaviour is inappropriate. Staff will ensure that a child is never said to be 'bad' or 'naughty' but rather that the behaviour is inappropriate. Children should be made aware of the impact of their behaviour on themselves and others. If the behaviour persists the child should be removed from the situation and moved to another area/quiet space. Limited use should be made of this strategy and it should always be for the minimum amount of time necessary. The child should have the opportunity to make amends for their behaviour and be able to rejoin the group or activity. We will actively promote positive behaviour and positive relationships within our setting.

4.3 Any concerns regarding a child's behaviour will be discussed with the parent, at the earliest opportunity, to help to try to identify the cause and to share strategies to deal with the behaviour. Our position will be, however, to deal with behavioural issues within the setting (wherever possible).

4.4 Toddlers' behaviour can sometimes be difficult to understand, but it should be recognised as normal for children at this stage of their development. Refusing to eat, resisting bedtimes, not co-operating with toilet training, crying when parents leave the room, temper tantrums, biting, and other forms of seemingly anti-social behaviour are all normal. They are exploring their expanding world and learning to be independent.

## **5. Restraint**

The use of restrictive physical intervention or restraint should be avoided wherever possible. However, where necessary and appropriate, reasonable force will be used by staff to control or restrain a child. If a member of staff believes that there is an immediate risk of injury to the child, children in the setting, staff or adults in the setting and/or serious damage to property, they may need to take the necessary action to prevent this from happening.

Physical intervention is any method of physically intervening to resolve a difficult or dangerous situation. Physical restraint is when force is used with the intention of restricting a young person's movement against their will.

The degree of force used should be the minimum needed to achieve the desired result. Staff should make it clear that the physical contact or restraint will stop as soon as it ceases to be necessary. Any restraint must be ceased immediately if significant signs of physical distress are seen i.e. sudden changes in colour, difficulties in breathing, vomiting.

In instances where physical restraint has been used, the Manager should be informed as soon as possible. Parents should be advised of any interventions as

soon as possible. Staff should complete a written record of the incident detailing what happened, the action taken and by whom and any witnesses. If staff members feel that they are at risk of personal injury by intervening, staff should remove other children, retire to a safe distance and call for another member of staff to assist.

## **6. Long Term Behavioural Issues**

Children may come to the setting who need more focused support to help develop positive behaviour. Staff will respond sensitively to the child and positive strategies should be developed and implemented consistently by the staff team. Children may display negative behaviour due to short term circumstances (e.g. family issues) or long term circumstances (e.g. diagnosed conditions such as ADHD). Staff should make every effort to understand why the child is behaving in this way and the parent should be consulted to help identify any reasons for the behaviour. Strategies to help with the behaviour will be shared with the parent and any other relevant professionals in order to identify the best way to support the child. Management will ensure that any child with diagnosed behavioural issues has the relevant support in place and that staff, parents and other professionals adopt a collective and consistent approach to support the child. There should be a shared vision which is understood and followed by all.

## **7. Involving Parents**

Parents are the prime educators of their child therefore it is important that effective partnerships with parents are established. The setting must ensure that these partnerships are built on trust and mutual respect to help develop positive dialogue between the setting and the home. Sharing ideas and strategies to deal with behaviour ensures a joint approach and leads to an understanding of the needs of the child.

### **Monitoring of this Policy**

It will be the responsibility of **the Manager** to ensure that all staff, including new or temporary staff, are familiar with this policy and to monitor that it is being implemented. This will be achieved by observing and monitoring practice within the setting and reviewing the policy annually in conjunction with parents and children.

### **See also:**

Additional Support Needs Policy

Responsive Care Policy

Curriculum Policy

Anti-Bullying and Harassment Policy

Tracking Children's Progress Policy

### **Links to national policy:**

When reviewing your policy, please reflect on the 'Health & Social Care Standards My support, My life'

[www.gov.scot/publications/health-social-care-standards-support-life/](http://www.gov.scot/publications/health-social-care-standards-support-life/)

'Our Creative Journey' – Care Inspectorate

<https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-publications/our-creative-journey/>

Pre-Birth to Three

[https://stramash.org.uk/wp-content/uploads/2018/08/elc2\\_prebirthtothreebooklet.pdf](https://stramash.org.uk/wp-content/uploads/2018/08/elc2_prebirthtothreebooklet.pdf)

Realising the Ambition: Being Me, Scottish Government 2020

<https://education.gov.scot/improvement/learning-resources/realising-the-ambition/>

How Good is our Early Learning and Childcare?

[https://education.gov.scot/improvement/documents/frameworks\\_selfevaluation/frwk1\\_niheditself-evaluationhgiclc/hgioelc020316revised.pdf](https://education.gov.scot/improvement/documents/frameworks_selfevaluation/frwk1_niheditself-evaluationhgiclc/hgioelc020316revised.pdf)

UN Convention on the Rights of the Child (UNCRC)

[www.gov.scot/publications/un-convention-rights-child-guide-children-young-people-2/pages/0/](http://www.gov.scot/publications/un-convention-rights-child-guide-children-young-people-2/pages/0/)

Developing a positive whole school ethos and culture: relationships, learning and behaviour

[www.gov.scot/Publications/2013/03/7388](http://www.gov.scot/Publications/2013/03/7388)

SSSC Code of Practice

[www.sssc.uk.com/about-the-sssc/codes-of-practice/what-are-the-codes-of-practice](http://www.sssc.uk.com/about-the-sssc/codes-of-practice/what-are-the-codes-of-practice)

Children and Young People (Scotland) Act 2014

[www.legislation.gov.uk/asp/2014/8/pdfs/asp\\_20140008\\_en.pdf](http://www.legislation.gov.uk/asp/2014/8/pdfs/asp_20140008_en.pdf)