



## **POSITIVE BEHAVIOUR POLICY**

### **AIM**

At Heriot Hill Nursery, we recognise that the young child is naturally egocentric, with his/her own set of needs that must be met. However, in order to function as an individual within a group setting, it is important that the child develops certain social strategies. It is our aim to support the child as he/she develops these skills through empowering them to become both autonomous and assertive in their behaviour. It is hoped that this will eventually result in the older child being able to make informed choices and compromises, engage in challenging experiences and take responsibility for his/her own actions and choices whilst respecting the rights of others. This policy provides a set of guidelines to ensure that strategies for promoting positive behaviour and dealing with challenging behaviour are consistent throughout the Nursery.

### **PROMOTING POSITIVE BEHAVIOUR**

Much of what children learn is based on what they observe to be acceptable behaviour. At Heriot Hill, the staff:

- Model an attitude of respect, politeness and consideration, where each individual is a valued member of the group
- Spend considerable time observing, listening to and conversing with children instilling in them a sense of security and belonging within the group
- Have realistic expectations of children based on knowledge of what children are capable of at each level of development as well as clear and consistent boundaries. Expectations in the pre-school rooms are made clear through displaying and regularly drawing attention to a set of 'Golden Rules'
- Ensure that children are made to feel successful in their achievements by focusing on the learning taking place in activities rather than the performance outcome of final product

- Endeavour to give attention to all children equally – never rewarding aggressive behaviour and actively encouraging passive or withdrawn children to develop confidence
- Offer strategies and reasons for certain expectations such as sharing and taking turns

As a result, it is hoped that each child will feel confident that their rights are respected, and that they are valued and cared about. In this environment children will also begin to develop a sense of responsibility to consider the rights and needs of other members of the group.

### **THE IMPORTANCE OF COMMUNICATION**

Promoting positive behaviour and dealing with challenging behaviour requires a collective effort from all adults involved in the child's welfare, ie staff, parents/caregivers and, if necessary outside agencies. The importance of effective communication between all parties is recognised at Heriot Hill and achieved by:

- Staff agreeing on and planning strategies as a team
- Staff supporting one another in carrying out strategies by being consistent with children at all times
- Sharing observations amongst staff and with parents
- Making parents aware of the expectations of the nursery and the strategies being put in place
- Providing feedback to parents on their child's behaviour on a daily basis, emphasizing the child's achievements and positive behaviour yet being honest about any negative incidents

### **DEALING WITH CHALLENGING BEHAVIOUR**

At times, children will find it difficult to control their anger or frustration and react in ways that may be deemed challenging for staff to deal with. This might include temper tantrums, biting, aggression towards other children or adults or refusal to comply with nursery expectations. Staff must be prepared with a range of strategies to deal with this immediately, drawing attention to the unacceptable behaviour without comprising the child's self-esteem. Strategies that staff may use to deal with this challenging behaviour include:

- Using a tone of voice and simple but firm language to convey the adult's displeasure

- Short 'time out' periods (recommended one minute for each year of life), where the child is removed from the immediate area where the incident occurred. Older children may first be given a warning if behaviour is not putting themselves or others at risk of harm. If behaviour continues, the child is removed to a safe area within the room and given a clear explanation of why they are having 'time out'. They are made aware that because of their behaviour they will miss out on doing nice things whilst they are on 'time out'.
- Careful observation of the child concerned will take place to identify any patterns in recurring challenging behaviour and possible triggers or underlying reasons

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