



# Positive Behaviour Procedure

All children are treated with equal care and concern and are made to feel welcome in our setting. We recognise the need to set out reasonable and appropriate boundaries to help the children in our care to stay happy and safe.

Over time, these clear expectations will allow children to self-regulate their behaviour. As required by the EYFS Framework, children are taught to;

“Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly”

*Early Years Foundation Stage Statutory Framework for Childminders*

## Positive behaviour in our setting

Positive behaviour is encouraged by:

- Discussing and naming our feelings regularly, along with how certain words/ actions can make others feel.
- Having clear, consistent expectations for how we treat/speak to one another.
- Having clear, consistent expectations for how we look after the setting and its resources.
- Ensuring that children are not overtired or hungry.
- Generally sticking to routines so that children know what to expect and feel safe.
- Providing activities and resources that meet children’s learning needs and interests.
- Giving praise for good behaviour and attitudes.
- Giving children individual attention so that they know they are valued.
- Listening to what the children have to say.
- Providing explanations so that children understand why certain expectations are in place setting a good example and being a good role model.
- Rewarding positive behaviour by setting clear and consistent boundaries so children know what is expected of them.



## What might trigger a child's behaviour?

By identifying which common trigger(s) may upset a particular child, we can intervene and support them in making the right choices. This can sometimes help children to avoid potential issues by teaching them to self-regulate their behaviour in these situations.

Such triggers may include:

- Reacting to other children's words and/or actions.
- Feeling tired/emotional.
- Feeling hungry/unwell.
- Upset caused by changes in routine and unexpected events.
- Being under or overstimulated.
- Lack of interest in the activities provided.
- Craving attention and recognition.
- Feeling they aren't being listened to and/or treated fairly.

## What would happen if a child displayed unacceptable behaviour?

Most children are likely to deviate from the rules at times. We have several strategies that we use to support children's behaviour, which we will use in different situations, depending on the age/stage/understanding of each child.

These strategies include:

**Reminding** - Discussing expectations regularly and making sure children understand when they are doing something inappropriate.

**Distraction** - Removing the child from the situation and giving them an alternative activity.

**Ignore** - Depending on the situation and where safe to do so, we may ignore the inappropriate behaviour if we feel it is being done to get a reaction.

**Discuss with Child** - If the child is able to understand, we will discuss their behaviour and try to get them to appreciate how their actions affect others around them. We always ensure that a child knows we like them but that we don't like their behaviour.



**Proximity Praise** - We make a point of talking about how well the other children are behaving to take the attention away from the child making the wrong choices, in the hope that they decide to also behave well.

**Reward Charts** - If a child has particular behaviour needs that require intervention, with parental permission, a reward chart and/or stickers may sometimes be used to encourage positive behaviour.

If a child has hurt somebody, caused damage to property and/or shown extreme behaviour in another way, we will complete an incident form and parents/carers will be made aware of the situation.

### **Will my child be punished if they misbehave?**

We do not, and will not, administer physical (or any other form of) punishment with the intention of causing pain or discomfort, nor any kind of humiliating or hurtful treatment, to any child in our care.

'Providers must not give or threaten corporal punishment or any punishment which could negatively affect a child's well-being.'

*Early Years Foundation Stage Statutory Framework for Childminders*

If a child has hurt somebody, caused damage to property and/or shown extreme behaviour in another way, we will complete an incident form and parents/carers will be made aware of the situation.

### **Can a childcare professional use physical intervention?**

We will only physically intervene or restrain a child if it is absolutely necessary, such as preventing an injury or serious damage to property.

If we have had to use force to restrain a child or intervene physically, we will complete an incident form and parents/carers will be made aware of the situation.



### **What if my child has additional needs?**

If a child has previously been identified as having specific needs with regards to behaviour, these should be discussed before a contract is signed, to ensure that appropriate care can be provided.

It is important that we know in advance about any potential triggers that might lead to challenging behaviour. This allows us to put suitable strategies in place from day one and potentially avoid conflict.

We will work in partnership with parents/carers and where appropriate, will try to use similar behaviour management techniques to those used at home. These requirements will be agreed and recorded on the child's record forms.

These will be reviewed regularly and discussed with parents/carers. By having consistency at home and in the setting, this allows the child to know the expectations for their behaviour.

### **Could changes in a child's circumstances affect their behaviour?**

Parents/carers will need to inform us if there are any changes in a child's circumstances or any developments away from the setting which may affect their behaviour or wellbeing.

Examples of such situations may include: a new baby, a change in sleep patterns, parents'/carers' separation, a new partner, somebody entering or leaving the household, witnessing domestic violence, a bereavement, etc.

All information shared will be kept confidential, unless there is a potential safeguarding or child protection issue. By knowing about such changes, it allows us to emotionally support a child at what might be a difficult time for them. It also allows us to avoid any potential triggers, such as activities or sensitive conversation topics.



**What would happen if the setting's behaviour strategies were not working?**

If a child was regularly struggling to adhere to the setting's rules and expectations and if basic behaviour strategies were not having an impact, we may need to introduce a Child Behaviour Agreement to plan a way forward. If there were still ongoing issues, it might become necessary for us to seek confidential advice from external agencies, complete additional training for behaviour management and/or potentially make a referral to get support for the child and their family.