

Promoting Positive Behaviour

At Raised In we aim to promote positive behaviour by using positive language, acknowledging their emotions, role modelling, praising children and acknowledging their positive actions and attitudes, therefore building high levels of self-esteem and confidence.

We aim to have consistency in approach in terms of positive attitudes to children at all times.

We encourage mutual respect, tolerance and consideration for peers, surroundings and property. Children learn non-aggressive strategies to enable them to resolve their own conflicts. Educators help children to develop the skills of empathy.

Raised In behaviour co-ordinator: Nicola Brimble (Head of Nursery).

Nicola is responsible for behaviour management within the organisation.

The Nursery Managers and Deputy Managers are responsible for onsite behaviour management.

Behaviour Procedure

Encouraging Positive Behaviour

At Raised In, Educators should always act as a positive role model, display consideration and encourage acceptable social behaviour.

Educators seek to create a friendly and relaxed atmosphere which develops interest and curiosity in a child when communicating and interacting. Educators use a light tone of voice when storytelling, rather than an irritated or lecturing tone. A light tone of voice may diffuse a difficult or tense situation. A child who may react with anger will more likely mirror tone and body language.

Educators should focus their attention on children who are behaving acceptably. By praising them, they will be reinforcing the notion that good behaviour warrants adult attention. Using specific praise such as 'good listening, I liked the way you're trying to...' will motivate children to display positive behaviours and know to understand what behaviour warrants the praise.

To further support children's understanding of positive behaviour, Educators will use strategies to reinforce this. This will include using positive phrases for everyday action such as 'feet on the floor, indoor voices and gentle hands which help provide clear actions to enable the children to understand what they need to do.

Unacceptable Behaviour

Children who display 'bad behaviour' usually do so for a reason and often to gain adults' attention.

When children behave in unacceptable ways:

- We do not pay attention to negative behaviour unless it directly warrants it.
- We deal with the situation calmly; Educators will not raise their voices
- We comfort the child who has been upset and confirm that the other child's behaviour is not acceptable
- We never label a child "naughty" instead we let the child who has behaved inappropriately know that it is their behaviour that is not acceptable by labelling the behaviour, e.g. we do not say, "You've made him sad", instead we say that the action of "hitting or pushing has made him/her sad", or we ask a question e.g., "what do you think is happening?", "what do you think that was about?" or "I wonder what....?". This will enable the children and the Educator to gain an understanding of why the incident occurred
- We talk about the emotions i.e. 'You look very angry/sad, you hitting xxx has made him/her sad, what do you think will make them happy?'
- If a child has hurt another child, we involve them in the process of making the injured child feel better. The Educator needs to help the child acknowledge how the other child is feeling and discuss how to make it better. The child should not be forced to say sorry, as sorry may have no meaning to the child.
- We only remove the child from the room or garden in extreme cases until they have calmed down and had time to reflect on their behaviour (always supervised). It may also be necessary, in exceptional circumstances, to physically restrain a child to prevent personal injury to the child or others or serious damage to the property. In this circumstance, the Educator must report this immediately and fill out a physical intervention form.
- We log incidents where an action has caused harm to another child that is deemed as unacceptable behaviour on the incident form; parents/carers will be asked to sign the form at the end of the day.

ABC / STAR Charts

At Raised In where unacceptable behaviour is reoccurring, we will use S.T.A.R. The chart may also be referred to as an ABC chart. The S.T.A.R chart will use observation to help us identify any triggers or motivations behind the behaviour.

Before the implementation of a S.T.A.R. chart parents/carers will be consulted first.

Educators will use the chart to observe and record any recurring behaviours for up to a month. The observations from the chart will be evaluated with the child's key person with support from the room leader.

A meeting with the child's parents/carers will then be scheduled to talk about the findings from the observations of behaviour. The meeting will be a collaborative discussion talking through triggers of behaviour and responses. The outcome of the meeting will be to agree on actions such as;

- No action
- Further observation
- Actions put in place to support the child e.g. reducing the child's triggers or using certain strategies
- Additional plan needed
- A date set for a follow-up meeting

Additional Plans for Behaviour Needs

All children are unique and sometimes some children may need additional support in understanding their behaviour. Where appropriate, additional plans may be put in place to help support the child and the Educators. The purpose of these plans is to ensure consistency, understand behaviour triggers and put in place strategies to support the individual child to develop positive and acceptable behaviour patterns.

Parents/carers should always be consulted in the plan and support from other professionals should be considered if needed. A risk assessment should also be considered and all Educators working with the child should have a clear understanding of the risk assessment and behaviour plan.

In some circumstances we may have a conversation with parents/carers about changing the hours or days the child attends, this is to enable us to better support the needs of the child. In extreme cases where we have made reasonable adjustments to support the child

in the setting and feel we cannot safely care for the child, we have a right to suspend or stop your child's place.

At no time is corporal punishment, in any form, threatened or given. Any member of the team doing so will face disciplinary action.

It is also the duty of the Raised In team to report any cases or threats of corporal punishment by any other person who has care of or contact with a child.

Signed: Nicola Brimble, Head of Nursery

Date: 20 December 2023

Review Date: December 2024

This policy links to: Anti-bullying; Biting

Behaviour Support Plan

Complete child profile form and then this form

Name:

Age:

Room

Key Person:

What are the triggers at nursery?
(refer to star chart)

Strategies that support me at nursery?
(refer to star chart)

What are the triggers at home?

Strategies that support me at home?

Child and Parent/ Carer Voice-

Behaviour Support Plan

Routine of session	Intervention	Positive outcomes for the child

Date of plan:

Date of Review:

Risk assessment needed – Yes / No

Parent/ Carer Signature:

Managers signature :

S.T.A.R Chart (ABC)

Date, Time and Educator recording	Setting	Trigger	Action	Response	Notes / reflection

Support Sheet for the S.T.A.R chart (ABC)

Setting:

This is where the behaviour took place e.g. garden, baby room etc. But also sets the scene for any important factors from that day. This can be external/ internal to the individual.

- the physical environment: how busy/noisy was it? what about lighting levels? Temperature?
- social interactions and relationships within the environment: was there a perceived lack of control, fear of uncertainty or any conflict?
- What activities were the child involved in
- the child's physical state: hunger, thirst, tiredness, illness, communication difficulties, anxiety...
- the child's thoughts and mood, self-esteem, boredom ...
- any life events (loss, change, trauma ...)

Trigger

Were there any events before the behaviour (remember that a trigger can also be something that happened some time previously, or a buildup of 'somethings'. It may not be possible to complete the 'triggers' section initially, as the trigger may not immediately be evident)

- had the child been asked to do something?
- were they requesting something from you, something they wanted?
- had the activity just finished/started?
- was something happening that the child dislikes or fears?
- was it something the child associates with a particular event?
- Were there any additional factors, like time pressures?

Triggers may not be as obvious for example the telephone ringing or a certain clothing/fabric may trigger

Action

What actually happened (the behaviour)

- Who was involved?
- When did it start? How long for?
- What did it look like?

Response

What happened after – how did you manage it?

- Did the behaviour eventually stop?
- What happened afterwards?
- How did the child respond?

On every chart, the time and date of the event is so important.

S.T.A.R Chart (ABC) Analysis

Child's Name	
Date completed:	
Define the behaviour:	
Patterns for the setting:	
Appears to be set of by the following triggers:	
What responses work well?	
What responses did not work so well?	
Agreed Actions:	