

Behaviour Policy

At Daisy and Rainbow Childcare we aim to provide children with experiences and support which will help them to develop a positive sense of themselves and others, respect for others and their environment, social skills and a positive disposition to learn.

Positive behaviour support

We work with a THRIVE approach which offers support to all children. THRIVE focuses on supporting the child's optimum development and emotional well-being.

Within the principles of THRIVE, we use four key strategies

- attunement
- containment
- soothing
- validation

We understand the importance of children hearing praise to reinforce when they are doing the right thing. This builds on success and has a very positive effect on their self-esteem. We also know children respond very well when they hear others being praised who are modelling appropriate behaviour. A child needs to hear at least 5 positive comments to 1 negative.

We work with the principle that positive repetition is essential for developing children's neural pathways. We make children feel special and safe through continued and consistent approaches. We know it takes time.

For the children to receive consistent messages from adults regarding appropriate and inappropriate behaviour, we ALL need to be clear about the expectations within the setting. The Golden Rules will be prominently displayed throughout the setting, reinforcing the fundamental British values of the rule of law.

Our Key Person and Family Group system supports all children within the setting as it builds positive and meaningful and consistent relationships between themselves and their Key Person and extended "family". We hold all children in positive regard and work in a flexible individual manner to support each child's needs. We use our professional skills to recognise the stage of development that our children are at in order to use the best possible strategies to support them.

Regular team meetings are used to ensure that the team are aware of children's individual needs and any specific support strategies being used. The meetings ensure a consistency of approach and a shared collaborative understanding.

Golden rules:

- Kind hands
- Kind feet
- Kind words
- Sharing is caring
- Listening ears
- Walking legs
- Stay safe

In order to support the development of children's positive behaviour, the adult needs to reflect on their own behaviour. We believe that emotional care and support should be acknowledged and provided for our adults who work in the setting enabling them to be more self-aware of their own presentation and behaviour. We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them, and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. We recognise the need for children to have Individual Liberty.

Praise and positive reinforcement through gestures, body language and verbal feedback enable young children to understand appropriate behaviour. We do use other motivators such as stickers, wow moments, high fives and being made to feel special. We believe that through adults using a range of strategies to promote positive behaviour, this will reduce unwanted behaviours.

Family Time

Adults will support children during a daily gathering time in participation, turn taking, listening and respecting others in the group. We use Family Time to reinforce children's emotional and social development. This is a very valuable opportunity for our adults to assess any individual vulnerabilities or emotional "wobbles". It is a special time to share thoughts and feelings in a small safe and known space.

PAWS Time

The children who will be making a transition to school spend some focused time together each day. This period of the day lays foundations for routines and behaviour expectations for all participants. Children are introduced to the tools encompassed within our high Fives to support them to recognise their feelings and to begin to know how they can improve on their own wellbeing and hence behaviour. During this time high focus is given to the acknowledgement of the needs of the other children in the group hence building on empathy, caring and sharing.

Transition times

We appreciate that some children find periods of transition stressful, so we shake the tambourine to prepare the children for change. Sand-timers are used as a visual reminder and music is sometimes used as an auditory cue. We may also use a visual Timetable to support children with communication needs.

When staff need children's attention, they will raise their hands and say 'show me your Daisies / Rainbows' indicating that the children should stop and raise their hands in the air too. Staff team members will reinforce this with "Stop and Listen."

Sharing Food together

When we share food together, we encourage children to sit down, enjoy each other's company and conversation. Children learn how to wait, how to listen to others and how to share their own opinions. This is a "family" time when children are encouraged to support each other and respect each other's needs and views.

We enable and enhance positive polite respect and the use of good manners. We expect children to learn how to meet their own needs at the table and to support the process of tidying after the meal.

Strategies to promote and reward desirable behaviour

- We will take time to get to know the child well, observe them at play and get to know their parent carers.
- Adults greet children and families to the setting with an open smile and positive welcome.
- Adults maintain a consistent message about behaviour expectations and the strategies used to enable that.
- The play environment is well considered to ensure it enables positive behaviour and provides scaffolding for consistency of expectation – i.e. there are quiet defined spaces, spaces for vigorous play, areas where “corridor runs” are managed to reduce running.
- We use the power of using a child’s first name to gain their attention and avoid any confusion.
- We will seek to recognise what the triggers are for unwanted behaviour – is the child hungry?...has the child come in tired?...and put strategies in place
- Adults need to be involved in the children’s play and observing closely to pre-empt situations arising.
- Adults to model positive behaviour
- Adults clearly labelling and praising positive behaviour – catching children when they have those positive moments
- Using careful language – re-phrase the request to create a shared plan – instead of “Put your shoes on”...try....it is garden time...I have my shoes on ready...you have nothing on your feet?...Let the child work out what might be needed themselves.
- Adults use calm, neutral tones
- We use songs to encourage positive behaviour
- Giving clearly defined and limited choices
- Use of “Owl” as a guide for promoting good “Thinking Brains.”
- Let the child hear what you would like them to do e.g. I know you are about to put the bricks in the box thank you (when the child hasn’t actually started) or “walking, thank you” rather than Don’t run.”
- Giving children special jobs which, they can achieve with ease.
- Being noticed, acknowledged and praised by more than one member of staff
- Letting children know you are pleased with them by smiling/eye contact/gestures/ thumbs ups, humour.
- Gently resting a hand on a child’s shoulder while you explain something to them.
- Adults in the setting will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.
- I can see that...lets...we can...together
- “I wonder if we.....?”
- Behaviour charts, stickers and marble jars may work for specific children
- Giving a High Five
- Wow moments

- We may use a visual timeline / timetable to support children to understand clearly what will happen next and to be well prepared for transitions.
- Adults use play – i.e. sand, small world play, to model and demonstrate positive behaviour.
- Adults are aware of the planned strategies that are being used with named individuals

Strategies used to manage unwanted behaviour

- Children are given a choice e.g. two options which both result in a desirable outcome Either you come down off this table by yourself or I am going to help you..... Praise the child for making the right choice.
- When safe to do so, ignore the negative behaviour and praise the positive. Praise the child who is doing the right thing loudly and, by name, saying what they are doing right.
- Gentle rocking
- 1:1 special time, in the rainbow room , using the golden bag, using targeted and focused time with a child
- We may engage a child with sensory play to enable them to be able to regulate themselves or to play out any emotions.
- Give a clear request which then leads to a positive outcome....**First**, you help tidy up **then** you can go outside.
- Use very clear simple language – Brick, Box...Shoes On...Coat peg...Bottom Chair...Feet on Floor
- Distraction techniques e.g. introducing new resources; moving a child on to a new activity; humour; singing a song.
- When adults address a child, the adults will talk to the child at their level using their name.
- In any case of unwanted behaviour, it will always be made clear to the child or children in question that it is the behaviour, and not the child that is unwelcome.
- Adults will seek to understand what emotion a child is feeling...I can see you are stamping your feet.....I wonder if you are angry? You are crying...I think you might be feeling sad.?
- My plans will be used to support children's behaviour.
- We may ask a parent to complete the My World at Home Form which may give us a deeper understanding about a child's behaviours.
- No child will be excluded from attending sessions. On occasions we may ask to meet with parents and carers to agree a shared strategy that supports the child's individual needs. Strategies may include; parents may be invited to attend with the child, or the child may be invited to leave the sessions early or arrive late to avoid challenging transition times. We may advise that children attend specific sessions i.e. afternoons when the roll may be quieter. This will be done in context and in full partnership with parents.
- Home link books may be used to communicate positive and negative behaviours between family and setting and shared strategies.
- If a child is presenting potentially harming behaviours to themselves, other children and/or adults, we believe in both containing and soothing the child using positive holding. Please see our 'Positive Touch Policy' for further information on holding. If a situation occurs where a child has hurt another child, 2 adults will intervene. One adult will comfort the injured child and address their

needs. The other adult will take the child who has been aggressive on their knee and hold them there, talking to them calmly – reminding the child ‘I am the adult, I can keep you safe’. As sometimes if a child is having a meltdown, reparative holding or physical containment supports the child through this distress and can lead to a more positive outcome.

- When a child is highly dysregulated. Connect with the child – holding, calming, soothing with no language before you re-direct the unwanted behaviour
- Sharing resources may be encouraged through the use of a sand timer
- Children sometimes can resolve the conflict without adults being involved – we notice and reward this behavior.
- We use empathy to share with the child that we understand their emotions
 - Calm – the adult will be calm in their approach to the child and situation
 - Connect – the adult will connect with the child by voice or touch...the child's thoughts are not dismissed...we accept their version of truth..ie I am sorry you think I am stupid
 - Collaborate – we try to work with the child to find and agree a solution.

Acknowledging and validating emotion

- Use the language and name the emotion: happy; sad; excited; worried; cross; disappointed; proud; respect.
- Use mirrors to reflect faces showing different emotions.
- We use resources, such as, ‘Happy and sad faces’; ‘faces on wooden spoons’ ‘faces on palms/finger and thumb’ ‘photographs’ Happy and sad ball, Box of emotions. Emotions sacks.
- We use picture story books which reflect key emotions to enable conversation, empathy and identification with key characters.
- Encourage children to “Use their words” and to know they can say “Stop”
- Singing ‘How do I feel today.’

We use – “SOLA” -

- STOP
- OBSERVE
- LISTEN
- ATTEND

When we use the phrase “attends” – we are referring to bobbing down to the children’s level and using a commentary or narrative to support their child-initiated play. The narrative does not involve any questioning or instruction; it is purely a running commentary offering the child a positive verbal account of their play. We may say ‘I really like the way you are carefully lining up those animals.’ If the child presents some unwanted behaviour during this time, the adult ignores this and withholds their attention for a short while. This type of adult intervention is very positive as it builds a bond and trust between the child and adult. The narrative commentary is used in play therapy as it offers a very positive experience for both parents and child referred to as the Parent Child Game.

Bullying

Definition of a bully – a person or group behaving in a way which might meet needs for excitement, status, material gain or group process and does not

recognise or meet the needs and rights of the other people/person who are harmed by the behaviour

Definition of a victim – a person or group that is harmed by the behaviour of others and who does not have the resources, status, skill, ability to counteract or stop the harmful behaviour.

Unfortunately bullying can feature in all walks of life and early years is not exempt. It is our role to recognise and support, both, the bully and the victim to resolve the conflict and achieve a peaceful outcome. Bullying can be verbal or physical, but both have an emotional effect on the victim. The bully may operate on their own or encourage others to participate.

If staff become aware that bullying is taking place, the strategies to encourage positive behaviour will be employed. Parents will be supported to recognise these behaviours and to utilise shared strategies to respond to both the bully and victim.

Discrimination will not be tolerated within Daisy and Rainbow Childcare. If children make inappropriate comments regarding ethnicity, culture, gender or other differences the strategies for encouraging desirable behaviour will be employed and the child's parents will be informed to enable a shared approach.

See the Anti Bullying tool for parents

Parental Engagement

- We are keen that parents are given every level of support to be able to use effective strategies with their own children to support their emotional and social development.
- We offer all parents and carers a handout at induction which summarises the key strategies listed in this policy for their home use.
- We provide parents with information in a THRIVE handout and explain the key strategies used by ourselves and the positive effect this may have on their children.
- We ensure that parents are given clear positive feedback about their child in the hearing of the child so that shared praise can be given.
- We may offer parents a home link book to be able to diary and monitor behaviours.
- We encourage parents to share their positive praise for their child's progress both verbally with us and in written format when possible (i.e. wow moments).
- We work in close partnership with the Children's Centre and community health team to offer 1:1 Family support via referral.
- We may create a My Plan for a child which we will share with the parent.
- We may share a consistency card with parents
- We may create a poster for parents celebrating the child's positive attributes.
- We share child achievements and positive behaviour with parents via Eylog
- Our regular assessments including the Two-year progress check and the Eylog observations give opportunity for us to share behaviour strategies for parents to use at home.

Working with Other Agencies

- When the strategies discussed above are not achieving sufficient progress, we may discuss with the parents about making a referral for additional support. We will work with the parents and then the early years consultant in the first instance. This may lead to an agreed referral to another appropriate agency to access additional collaborative support.
- We will use our SEN Process chart to guide this process

Policy formulated on: _____

Policy last reviewed on: May 2019

Signed: Judy Westbrook/

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