

PETER PAN PLAYGROUP

POLICY FOR PROMOTING POSITIVE BEHAVIOUR

Our aim as practitioners is to support all children in learning to control their actions and reactions appropriately. Learning to behave appropriately is a developmental process. Individual children will require different kinds of support to enable them to develop in this area. Just as children require different types of support and encouragement to enable them to learn to walk or to talk, individual children will require various kinds of support to enable them to behave appropriately and positively.

Every child will be supported in their personal, social and emotional development, by all staff. Showing guidance, encouragement, teaching and positive example.

This will help them to:

- Relate well to other children and adults.
- Make friends and form relationships with others.
- Feel secure and valued.
- Explore and learn confidently.
- Feel loved and good about themselves.

We will do this by:

- Forming good relationships with every child and their parents/carers.
- Each child will have a keyworker to form a strong bond with.
- Every child will feel safe and secure in our care.
- We will listen to each child and take into account their individual needs, likes and dislikes.
- Ensure that every child is treated equally and without favouritism.
- Provide a happy and loving environment.

Feeling Secure

Each child will have the feeling of security whilst in our care.

We will:

- Provide routines that the children will grow to enjoy and be familiar with.
- Teach them where things belong or can be found and where possible provide a consistent room set up.
- Always warn of impending change or when things will happen, when possible providing them with time to finish their play and learning.

Adequate Rest

We will provide quiet areas with soft pillows and blankets for the children to have time out or quiet time. We will allow them to have a snuggly, blanket or something from home at this time to help them feel comfortable and secure. If a child is prone to falling asleep we will liaise with parents/carers regarding this.

Freedom To Explore

Children learn through exploration and play, we will provide:

- Space and time for them to run freely, make noise and explore in a physical way.
- A change in environments when necessary to give interest to their exploration.
- A balance of well thought out space, time and activities, providing both adult directed and child led focus.
- A variety of resources and activities to promote exploration for every child's ability and interests.
- Enough free play time for children to move and make choices.

Self Image

We will help each child feel confident and that they have self worth by:

- Giving praise to each child whenever we can.
- Spend individual time with every child as much as possible.
- Value contribution, including things brought in from home, drawings, help etc.
- Provide children with the chance to shine, remembering that each child will shine in a different way.
- Ensuring that all families are valued and as important as others and that we all like everyone.

Role Models

As adults and role models, we will provide an example of positive behaviour at all times within our environment, we will do this by:

- Respect every child's effort.
- Use positive body language suitable for a young child.
- Adults will endorse desirable behaviour such as kindness and willingness to share.
- Use an example of politeness and 'good manners' at all times.
- Be tolerant and use consideration.
- Show friendliness , care and courtesy.
- Show and practice good hygiene.
- Value the sense of humour of everyone.

Consistency Of Treatment

We will ensure that every child feels that they are treated fairly, we will endeavor to do this by:

- Providing access to toys and equipment that is fair to all children, that is obviously shared by all.
- Being consistent with treatment and keeping boundaries, whether to an individual child or a group of children.
- Being fair and equal with expressing praise, giving privileges or reward.
- Adults will always take positive steps in which children do not receive attention for undesirable behaviour.

Opportunities For Self Expression

We will enable children to express themselves in various ways:

- We will build their confidence, so that they feel able to give an opinion, but also understand when it is appropriate to listen to others.
- Different ways of expression will be provided and valued, such as art, music, role play, actions and dance.
- Loud expression such as physical play, loud noise outside and games such as super heroes will be accepted and encouraged when appropriate. Adult will join in with such activity to supervise and promote positive interactions with others.
- We will recognise that fantasy play including the use of 'weapons' that the children have made themselves from resources such as lego etc, will be tolerated and used to encourage the exploration of right and wrong.
- Staff will tune into the content of such play and suggest alternative ideas of how the children can be 'goodies and baddies'.
- Adults will be mindful that children learn differently and that differences will be encouraged within acceptable boundaries.
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Boundaries

- Both adults and children will understand what is expected of them and of each other:
- Realistic expectations will be set out and discussed with the children regularly.
- The main boundaries will be set out in our 'School Rules', these will be regularly shared with the children at story time by way of a poster with pictures and a copy will be sent to parents/carers to share at home with their children.
- We will modify our expectations for each child's level of maturity and ability.
- Rules will be applied regularly and consistently.
- We will, as adults, offer an explanation as to why certain behaviour is unacceptable.

Behaviour

Sometimes children will behave in unacceptable ways. When we feel that intervention is necessary we will NOT:

- Use physical punishment, such as smacking or shaking.
- Use physical restraint unless to prevent injury to children/adults or damage to resources or property.
- Send a child out of the room by themselves.
- Intentionally humiliate a child or use a technique such as 'the naughty chair'.
- Shout, raise voices or threaten.

We will require that ALL staff, student and volunteers use positive strategies for promoting positive behaviour:

- We will help children to find their own solutions to conflict and discuss why behaviour is inappropriate.
- We will ensure that all children realise that it is not them but their behaviour that is upsetting for those around them.
- We will avoid creating a situation where the perpetrator receives attention more than the victim.
- We will help children to understand the outcomes of their actions.
- We will be consistent with what is unacceptable behaviour and why.
- A child or group of children will be taken to our emotions area to discuss why their actions are inconsiderate or unacceptable. Staff will use the resources available in this area to help the children make choices and discuss their feelings and emotions.

- We will encourage the children to have sympathy and empathy for others.
- Staff will always remain calm, sensitive and supportive, regarding the child's knowledge and ability.
- Details of an incident, if felt necessary by the supervisor will be written in the incident book, or/and shared with parent/carers.
- With ongoing incidents/situations, strategies and plans will be shared, agreed and discussed with parents/carers. Outside agencies may be invited to advise/help if necessary.
- Racism of any kind will not be tolerated by any adult or child in the setting.
- Adults in the setting will be aware of cultural differences and expectations.
- Hurtful behaviour such as hitting, name calling or biting will be dealt with immediately and in a calm manner.
- If a child is withdrawn, staff will encourage them to become involved in play and to express themselves.
- Staff will be aware that some unacceptable behaviour may arise from a child with additional needs and that the child may need extra support.
- We will be aware that recurring behaviour may need ongoing support and solutions.

We will use 6 steps to resolve conflict when possible.

- 1) Approach quickly and quietly stopping hurtful behaviour.
- 2) Acknowledge feelings
- 3) Gather information
- 4) Restate the problem.
- 5) Ask for ideas for solutions and choose one together.
- 6) Give follow up support.
- 7)

Opportunities For Learning

We will provide a busy and safe environment, where all children can be involved in engaging play and activities.