The strategies that we use to promote positive behaviour in Beavers Lodge Playgroup.

Procedures.

- All staff, volunteers and students become positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of, and respect, those used by members of the setting.

Strategies.

- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We positively promote, through recognition and praise, considerate behaviour.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.

- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of Beavers Lodge Playgroup and are recorded in the child's personal file. The child's parent is informed on the same day.
- We always work closely with parents to work together to agree strategies for dealing with repeated inconsiderate behaviour.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Strategies for Promoting Positive Behaviour

Children under 3 years

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to these intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause – such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.

- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

More Specifically

- **Choices**

  For children 4+ if you do this (positive) will happen if you do that (negative) will happen. We give two choices one that we want them to do and one we know they won't want to do.

- **Consequences**

  We help the child understand the consequence of their behaviour. "If you continue to take…'s shoes there will be no time left for outside play. If you help we can all go out quickly". "If you chose to throw the toy cars we will have to put them away. If you play with them on the mat we can keep them out".

- **Count of Three**

  We gain the child's attention, issue clear instructions and then give a slow count of 1, 2, 3, while waiting for the child to comply. If they do praise them warmly, if they do not we help them through direction i.e putting their hand on the brick, to pick it up and put it away, praising warmly when completed.

- **Externalisation**

  We separate the child from the unwanted behaviour by appealing to the child to change what their body is doing i.e tell your hand to lie still, tell you wiggly bottom to sit on the chair

- **Take up time**

  We avoid confrontation by telling the child what we would like them to do and then saying you'll be coming back later to check

- **Tell Praise Ignore**

  If a child behaving in an inappropriate way we state what we want them to do e.g put the book on the shelf, then ignore their unwanted behaviour and give them praise and attention as soon as they conform

- **Separate the pack**

  Boisterous behaviour can get out of hand so we consider splitting the pack, changing groups and pairs of children within an activity to alter behaviour

- **Quit while ahead**

  We monitor what is going on and sometimes it is better to cut short a game before it gets out of hand

- **First Then**

  “First put your apron on then you can play in the water”
- **Knowing the Child**

  Using our knowledge of the children we avoid situations that might promote unwanted behaviour i.e hunger, thirst, hot, tired
- **Describe the behaviour you want to see**

  “Keep the sand in the tray”, rather than “Don’t throw Sand” and praise when the child does what has been asked of them
- **Avoidance**

  We use observations to highlight the triggers of unwanted behaviour and then plan the session to avoid these i.e reducing the time large groups of children are expected to sit together, not putting out the toy the children all fight over, adding more resources or staff.
- **Using stickers**.

  We use stickers as visual clues to promote positive behaviour. And reward charts sometimes are shared between school and home.
- **Giving responsibility:**

  Sometimes we channelise the energy and praise by adding simple responsibilities like “go and get the cup”, “tidy up the toys” etc. By adding responsibilities, we add the praise when they achieve it. This is taking into consideration the child’s needs and interest, with an idea to engage the child and divert the negative behaviour.
- **SEN needs:**

  We take lot of children with SEN needs and they are included with different strategies like special time, object of reference, visual clues, tac packs, stretching, messaging etc to release their tension and stress that triggers the tantrums or bad behaviour.