

14. Promotion of Positive Behaviour Policy

Policy Statement

Links Childcare's aim is to support and guide all children to manage their own behaviour and learn to resolve conflicts that arise. Children attending the crèche are here for new learning experiences which may test their own coping strategies. All staff will support the children to regulate their behaviour and will have a number of strategies to deal with both positive and challenging behaviour.

Principle

This policy is underwritten by the Child Care Act 1991 (Early Years Services) Regulations 2016.

Procedure for Supporting Positive Behaviour

Parents are encouraged to read the Promotion of Positive Behaviour Policy on enrolment it is available on our website: www.linkschildcare.ie. Educarers will keep open lines of communication with families on an on-going basis in relation to maintaining behaviour guidance strategies and practices:

- The learning curriculum is designed with the age and developmental stage of the child in mind.
- Each child is assigned a key Educarer who will be responsible for building up a special relationship with him/her and the family. This helps with getting to know what the child enjoys and some of the situations he/she may find difficult.
- Staff will be the role model of positive behaviour and how they play, speak and interact with the children is a key part of their role.
- Role modelling will include: explaining feelings, using a calm tone of voice, getting down to the child's eye level, giving choice to the children, using language to help children understand positive decisions, waiting and checking for the child's understanding
- Positive social behaviours among children will be recognised and encouraged.
- Staff expectations for children's social behaviour will be developmentally appropriate – children's level of understanding and maturity will be taken into account.
- Children's efforts, achievements and feelings will be acknowledged by sincere encouragement leading to growth in self-esteem and self-discipline.
- Play activities will be used to play out challenging situations so children get the opportunity to practice positive behaviour strategies.
- Books and storytelling are used to talk about feelings and what we can all do when we are angry, upset or frustrated.
- Schedules, routines and transitions serve as a framework from which children gain trust, security and order and are a pathway to positive behaviour management.
- The play environments will be laid out into specific learning spaces which support children's natural curiosity encouraging them to become engrossed in their play and develop their own interests.

Anticipating Inappropriate Behaviour

Each child is assigned a “Key Educarer” who is responsible for getting to know each child and his/her family. This is important for gathering information and knowledge about the whole child. The Key Educarer will carry out observations through the process of ‘tuning-in’ and playing alongside the children getting to know their likes and dislikes and emerging interests. Through their key role they are in a position to begin anticipating a child’s reaction and behaviour knowing what is likely to upset a child’s mood or behaviour, knowing when to step-in or just observe from a safe distance.

Strategies for Supporting Children

It is recognised that all children’s behaviour has some meaning to the child, however, at times this behaviour may be difficult or pose a danger to the child or other children.

Minor behaviour problems are behaviours in line with the child’s age and stage of their development. Negative behaviour incidents are unwelcome behaviour responses such as temper tantrums, fighting, hitting, screaming, biting, kicking, refusing to co-operate etc that occur on occasions, for short period of time, in keeping with the developmental stage. Minor behavioural incidents should only result in minimal or short-lived negative impact on the child itself or on others around them.

Educarers will assess each situation and use their best judgement in dealing with the matter, in line with the guidelines set out in this policy.

6 Step Conflict Resolution:

1. **Approach calmly** – put yourself in the shoes of the child. All their feelings are relevant and real in the moment. Approach the situation calmly and get down to the child’s eye level.
2. **Acknowledge feelings** – describe how the child/ children are feeling, children often don’t have the language to explain how they feel, leading to more frustration. Help the child by describing it for them “you both look very sad and upset”
3. **Gather information** (in a way that is appropriate to the age of the child) – remain neutral by giving each child the opportunity to express their said of the story. Children sometimes need lots of time to get the words or actions out so take your time and remember the importance of the lessons learnt in these situations.
4. **Restate the problem** – after listening to the children simply describe what the problem is so both/ all can understand both sides of the story.
5. **Ask for ideas for solutions & choose one together** (or for younger children give a solution) - give the children an opportunity to come up with solutions and keep working on it until you all agree on something. This can take a bit of time but gives the children lots of practice compromising with one another, which is a vital skill for the future.
6. **Be prepared to give follow up support** – it is important the staff member follows through on the agreed solution. This helps place trust in the process and children will have confidence in the approach.

Age of Child	Examples of behaviour meriting positive intervention – Minor Level
Under 1 year	<ul style="list-style-type: none"> ○ Cries to seek attention ○ Anger in response to removal of toy
1year – 3 years	<ul style="list-style-type: none"> ○ Tantrum when required to share a toy ○ Biting others ○ Tendency to be stubborn and wilful ○ Hitting, scratching, pinching or pushing their friends
3 years-5years	<ul style="list-style-type: none"> ○ Verbally challenges rather than hits out ○ Tantrum when being required to share a toy ○ Biting others ○ Tendency to be stubborn and wilful ○ Pushing their friends ○ Hitting, scratching, pinching or pushing their friends ○ May be bossy ○ Name calling ○ Use of in-appropriate language

Moderate Behaviour Problems

This type of behaviour can be recognised when the inappropriate behaviour outlined above is becoming a more regular occurrence.

- Educarers will discuss the reoccurring behaviour and put a plan in place
- When the behaviour happens the 6 Step Conflict Resolution Plan will be used with the child
- The matter will be discussed with the child’s family. If deemed appropriate a record of child’s behaviour will be kept over a period of a week and parents will be consulted and asked to sign the record.
- Educarers will carry out observations on the child when the moderate behaviour problems are recognised to try and identify specific trigger points

Managing Severe and Challenging Behaviour Problems

Challenging behaviours are frequent and repeated actions by a child that impacts significantly on other children or the child himself/herself, or their ability to engage in the daily activities, and which fails to improve under the usual behaviour management strategies or requires ongoing intensive one-to-one management to keep under control. The behaviours may have been present from the start, gradually worsening as the child gets older or involve a deterioration of their behaviour from a previously normal pattern.

If a child’s behaviour is considered dangerous to themselves or others, the Educarer will carefully remove either the child or the other children from the situation. This is in order to protect all using the c crèche. The child will be given time to become calm and a the Educarer will help guide him/her with his/her behaviour. The Key Educarer will record the incident and discuss it with the family.

If a child’s behaviour is ongoing or becomes severely challenging the service will implement the following strategies:



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- The Educator and Crèche Manager will meet the parents to discuss the behaviour and develop an action plan for going forward to help the child overcome the issues.
 - The child's Key Educator will carry out a number of observations at different times of the day to try to establish a trigger for the behaviour. All observations will be noted and discussed with the family.
 - If necessary, the family will be supported to contact any relevant external professionals.
 - If the behaviour is a child protection concern, the Child Protection Policy will be implemented.
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- All information gathered and discussed will be stored securely and all conversations are confidential.
 - All meetings, plans and observations will be recorded and stored in the child's record in a locked cabinet.
 - The staff will always work in the best interest of the child using their best judgement in situations which can be demanding and stressful on all involved.

Age	Examples of Severe and Challenging Behaviour
At any age	<ul style="list-style-type: none">• Repeated openly aggressive actions• Child is considered a danger to themselves or others• Repeated contained aggressive actions• Destructive behaviour• Impaired or disordered responses• Poor coping skills• Impaired social skills• Unusual behaviour

In order to ensure that the crèche environment is a place where positive behaviour is fostered and affirmed the following practices are at all time prohibited:

- the use of corporal punishment;
- the use of, or threat of, any practices that are disrespectful, degrading, exploitative, intimidating, isolating, emotionally or physically harmful to the child or neglectful of the child.

Physical restraint may only be used in exceptional circumstances to (Any such intervention will involve minimum force for minimum time):

- To prevent an accident such as a child running across a road.
- To prevent injury e.g. if a child is having a temper tantrum

Training in behaviour management from a positive stand point is a part of Links CPD.

Review

Management, in consultation with staff, monitors and reviews the effectiveness of this policy yearly or as required.