



Standard Operating Procedure

DCS, MOD Schools, Early Years Settings

Standard Operating Procedure (SOP): Positive Behaviour

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Review annually or if any changes are made to support practice.

Rationale

Within our MOD Early Years Settings, we aim to create a positive atmosphere where all members of our settings feel valued and respected. Our Positive Behaviour Management policy is designed to support the way in which all members of our settings can live and work together in a supportive way. We believe that all the children have a right to an education which offers them the best opportunity to reach their full potential and that everyone within the setting is working to provide the environment in which this may happen. We believe that children and adults flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Our Aims

- To work towards a situation in which children learn to consider the views and feelings of others and the impact that their behaviour has on people, places and objects.
- To recognise the role of all adults in the setting in modelling good behaviour.
- To enable a routine that is structured in such a way to create a feeling of security, so that children can feel happy and ready to learn.
- To discuss the rules which are in place in the setting with all new children, practitioners and families to ensure transparency and the ability for children to flourish.
- To ensure that the boundaries and guidelines are applied consistently, so that the children have the security of knowing what to expect
- To encourage the children to develop their own strategies to manage different situations.

A Positive Approach



An effective behaviour management policy is one that has high expectations and supports the children in developing self-discipline and a positive self-image. Self-esteem affects all thinking and behaviour and we believe that this impacts on well-being and attainment. We aim to provide positive experiences and reward good behaviour. By reinforcing good behaviour, we provide role models and emphasise our high expectations and encourage achievement.

We reward positive behaviour in the following ways:

- Verbal praise, e.g. 'Well done for...'/ 'I like that because...'
- Establishing individual schemes that rewards positive attitudes in play and behaviour
- Sharing achievement with another class or practitioner
- Wow moments displayed for children and parents.
- Pictorial and visual prompts are available to support behavior
- Home language speaker where available

Dealing with Unwanted Behaviour.

Whilst we recognise that is very important to highlight the positive, we also recognise that there is a need for dealing with unwanted behaviour when it arises in a developmentally appropriate manner. When dealing with negative behaviour we will:

- Take a realistic view of what it is reasonable to expect of a child's age, stage, ability and personality
- Try to understand the behaviour and any factors which contributed to it including looking at triggers and the STAR model.
- Have a realistic sense of time it is likely for things to change
- Managing our own responses to give the child the best possible chance of addressing the behaviour
- Support and involve other practitioners (where appropriate) to help see the behaviour in context.

Working Alongside Parents



We believe that consistent and transparent positive behaviour models work best when every adult involved in the child's life are working together to support children. To achieve this, we will ensure that when working alongside parents we will

- Make the guidelines and rules clear for all new families.
- Discuss behaviour both positive and negative with parents when they occur.
- When negative behaviours persist beyond normal developmental stages, discuss and implement a plan to be put in place to support children, parents and practitioners.
- Be available to all parents who wish to discuss behaviours that they have concerns about.
- Reassure and guide both children and parents when negative behaviours occur.
- Liaise with both parents and SENDCO should the behaviour become a barrier to the child's well-being or development.

In line with The Statutory Framework, we ensure that we have a designated Behaviour Lead within the setting to work alongside practitioners, parents and children. The Behaviour Lead is responsible for ensuring that all practitioners receive regular, training and support to ensure that they are able to scaffold children's behaviour.

The designated Behaviour Lead for our setting is Alison Sayer