**Positive Behaviour Policy**

**(Social & Emotional Wellbeing)**

Children and adults flourish best in a positive environment in which everyone knows what is expected of them and children are free to develop their play, learning and social skills without fear of being hurt or hindered by anyone else.

We understand the critical role adults have in modelling behaviour and therefore we consistently encourage positive behaviour that promotes children’s welfare and development.

We aim to work towards a situation in which children can develop their independence, self- discipline, and self-esteem in an atmosphere of mutual respect and encouragement. We allow & encourage children to flourish, learn and make a positive contribution. In order to achieve this, all the staff, as early years practitioners, we:

* Act as good role models
* Use praise and positive reinforcement
* Aim to ensure the children are kept safe and are also supported in their understanding of emotions and positive behaviour
* Use positively phrased sentences when guiding children on what is expected of them
* Encourage sharing and negotiation
* Consult with the children when creating boundaries and rules
* Ensure that the rules are clear and applied consistently, so that children have the security of knowing what to expect and can build up good habits of behaviour
* Provide a positive role model for the children with regard to friendliness, care and courtesy
* Praise and endorse desirable behaviour such as kindness and willingness to share
* Create a positive and stimulating environment with age appropriate and challenging activities

Staff will also:

Will handle any behaviour problems in a developmentally appropriate fashion, respecting individual children’s level of understanding, development and maturity

Will allow children to move away to a quieter area to calm down. Once regulated, we will talk to the child about their behaviour and wellbeing and listen to what the child has to say, support children to learn ways to deal with their feelings using a range of tools. In extreme circumstance staff will record any incidents where light, physical intervention is used. This will be a last resort and with a second member of the team to witness where possible.

We build a setting where we understand the limits of some of our children be that is due to their age or stage of development and level of understanding

Using documents to record behaviour that is consistently challenging, we would reflect on these to reach a best action plan moving forward. Bucks inclusion team may be contacted to support the setting, family and child. This would be done with the permission of the families.

Families may be guided towards outside agencies to offer further support and preschool would attend any meetings where appropriate to achieve the best outcomes for the child.

Using training from a range of Early Years Services, we would pool our strengths together to support the child in the most appropriate way.

Practice is constantly changing and with that in mind our policy is fluid. We are able to adapt to support the children as their needs change and our setting is stronger for that flexibility.

Sarah Gowers is our social and emotional support officer, our positive behaviour and well-being officer. She works closely with the preschool’s manager to ensure the children’s emotional well-being and safety is in place.

Policy rebuilt in June ‘25 will be reviewed annually.