

7.1 Promoting positive behaviour

Policy statement

We believe that children flourish best when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions. The Leader (Deborah Campbell) is behaviour coordinator to oversee and advise on the team's responses to challenging behaviour.

Procedures

In order to manage children's behaviour in an appropriate way we will:

- attend relevant training to help understand and guide appropriate models of behaviour;
- implement the setting's behaviour procedures including the stepped approach;
- have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary;
- ensure all staff complete the Promoting Positive Behaviour programme, on Educare (<http://pre-school.educare.co.uk/Login.aspx>)

Stepped approach

Step 1

- We will ensure that EYFS guidance relating to 'behaviour management' is incorporated into relevant policy and procedures;
- We will be knowledgeable with, and apply the setting's procedures on Promoting Positive Behaviour;
- We will undertake an annual audit of the provision to ensure the environment and practices supports healthy social and emotional development. Findings from the audit are considered by management and relevant adjustments applied. (A useful guide to assessing the well-being of children can be found at www.kindengezin.be/img/sics-ziko-manual.pdf)
- ensure that all staff are supported to address issues relating to behaviour including applying initial and focused intervention approaches (see below).

Step 2

- We address unwanted behaviours using the agreed and consistently applied initial intervention approach. If the unwanted behaviour does not reoccur or cause concern then normal monitoring will resume.
- Behaviours that result in concern for the child and/or others will be discussed between the key worker, the behaviour coordinator/Leader and Special Educational Needs Coordinator (SENCO). During the meeting, the key worker will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.
- If the behaviour continues to reoccur and remains a concern then the key worker and SENCO should liaise with parents to discuss possible reasons for the behaviour and to agree next steps. If relevant and appropriate, the views of the child relating to their behaviour should be sought and considered to help identify a cause. If a cause for the behaviour is not known or only occurs whilst in the setting then the behaviour coordinator will suggest using a focused intervention approach to identify a trigger for the behaviour.
- If a trigger is identified then the SENCO and key worker will meet with the parents to plan support for the child through developing an action plan. If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan. Other members of the staff team should be informed of the agreed actions in the action plan and help implement the actions. The plan should be monitored and reviewed regularly by the key worker and SENCO until improvement is noticed.

All incidents and intervention relating to unwanted and challenging behaviour by children should be clearly and appropriately logged.

Step 3

- If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, then the behaviour coordinator and SENCO will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting.
- It may be agreed that the Families First or Early Help process should begin and that specialist help be sought for the child – this support may address either developmental or welfare needs. If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, follow the Safeguarding and Children and Child Protection Policy (1.2). It may also be agreed that the child should be referred for an Education, Health and Care assessment. (See Supporting Children with SEN policy 9.2)
- Advice provided by external agencies should be incorporated into the child's action plan and regular multi-disciplinary meetings held to review the child's progress.

Initial intervention approach

- We use an initial problem solving intervention for all situations in which a child or children are distressed or in conflict. All staff use this intervention consistently.

- This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.
- High Scope's Conflict Resolution process provides this type of approach but equally any other similar method would be suitable. Periodically the effectiveness of the approach will be checked.

Focused intervention approach

- The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents.
- Where we have considered all possible reasons, then a focused intervention approach should then be applied.
- This approach allows the key worker and behaviour coordinator to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.
- We follow the ABC method which uses key observations to identify a) an event or activity (antecedent) that occurred immediately before a particular behaviour, b) what behaviour was observed and recorded at the time of the incident, and c) what the consequences were following the behaviour. Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied.

Use of rewards and sanctions

- All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.
- Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a 'prize' is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be 'compliant' and respond to meet adult's own expectations in order to obtain a reward (or for fear of a sanction). If used then the type of rewards and their functions must be carefully considered before applying.
- Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'. However, if necessary children can be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened.

Use of physical intervention

- The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.
- Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use 'reasonable force in order to prevent children from injuring themselves or others or damage property' (EYFS).'

- If 'reasonable force' has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.
- Corporal (physical) punishment of any kind should never be used or threatened.

Challenging Behaviour/Aggression by children towards other children

- Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge and prevent escalation.
- If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents of the child who has been the victim of behaviour and the parents of the child who has been the perpetrator should be informed.
- The designated person will contact children's social services if appropriate and will consider whether notifying the police if appropriate.
- The designated person will make a written record of the incident, which is kept in the child's file; in line with the *Safeguarding children, young people and vulnerable adults* policy.
- The designated person should complete a risk assessment related to the child's challenging behaviour to avoid any further instances.
- The designated person should meet with the parents of the child who has been affected by the behaviour to advise them of the incident and the setting's response to the incident.
- Ofsted should be notified if appropriate.
- Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.
- Parents should also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.

The setting promotes positive behaviour by referring to our 'Golden Rules' which is displayed on our noticeboard with visual aids to support children in learning about it. Staff may present the 'Golden Rules' at specific times when it is felt that children need to be prompted about this, but usually during Circle Time where a group of children are present so that no child feels they are being ostracized. Our 'Golden Rules' are as follows:-

Remember to walk, not run

Remember to use your indoor voice "Hello"

Being Kind

Taking Turns

Being helpful

Looking after toys

Remember to be polite “Please”.....”Thank you”

Remember to put things away

Remember to share with others

As Practitioners, we will create a busy but calm, loving, caring, safe and peaceful learning atmosphere for children. If and when the leader/staff member needs to speak to a child individually about their behaviour or actions, she will approach the child at their level and speak quietly to him/her.

- The following behaviour WILL be considered unacceptable in the nursery:
- Bullying
- Biting
- Hitting
- Pinching
- Swearing
- Pushing
- Rudeness to either an adult or another child
- Destructive behaviour, e.g. throwing/breaking toys, tearing books etc.

Free Play

During free play, the leader/staff will assist children to play co-operatively together. Learning to wait, take turns and share with other children. These are important stages of a children’s development as suggested under the Early Years Foundation Stage.

Children are encouraged not to throw sand, water, toys or equipment etc. as they may hurt other children, themselves or cause damage. If this happens, the leader/staff member will give an explanation to the child as to why he/she should not throw. The child will be encouraged to apologise. Staff will model good behaviour at all times.

Circle Time and Story Time

Staff members will be aware that young children are easily distracted and therefore make special efforts to ensure that activities of interest are prepared in advance and that both Circle Time and Story Time do not last for more than ten minutes. Nonetheless, staff recognise that this is an important opportunity for children to

learn to sit quietly and listen to the leader/staff. The children are encouraged to participate in songs, stories, 'Show and Tell' which helps them to learn how to concentrate, communicate, gain confidence and participate.

Snack Time

During snack time, children are encouraged to share and use table manners, such as please and thank you. They help hand out the healthy snacks, pouring their own milk/water and spoon out their fruit and vegetables to gain independence.

Outside Play

Behavioural guidelines are similar to those indoors. However the children are expected to play in the safe and enclosed play area with adult supervision at all times.

The children are encouraged not to wear any inappropriate clothing such as dressing-up clothes, because of the dangers that may occur when playing with bikes or climbing frames.

Dealing with Negative Behaviour

Physical behaviour such as kicking, head butting and tantrums are not acceptable. In such a case, the leader/staff member will withdraw the child immediately, explaining firmly but in a way that can be understood as to why they should not take such action. The leader/staff member will also try to find the reason behind the behaviour (maybe the other child has snatched a toy or excluded him/her from play, or having problems outside the nursery setting). If appropriate, a discussion with the parent/carer will take place to try and resolve the reason for negative behaviour.

Incidents will be recorded fully and the parent/carer will be informed at the end of the session.

Tantrums

Tantrums are common with this age group. They often indicate frustration particularly where a child has not been given his/her own way or cannot communicate clearly their demands. Children deal with them in their own way, some like to sob alone, while others like to be held and comforted. The leader/staff member will try to be sensitive to each child's needs. If a child wishes to be left alone, the leader/staff member will stay close-by, providing comfort as soon as the child is ready.

Anti-Social Behaviour

Spitting, blowing bubbles, shouting etc. WILL not be acceptable at the nursery and we will endeavour to explain to the child why they are not acceptable in or out of nursery.

Bad Language

Persistent use of swearing and unacceptable words will not be allowed. However, we realise that children of this age are only quoting words they have heard elsewhere. Therefore, the words will be ignored the first time and the parent will be notified. If it happens again, the parent will be called in to discuss the situation.

Reflection Time

If a child's behaviour in a given situation persists and strategies have been implemented but are not effective in correcting the behaviour, the child will be removed from the situation and given time to reflect. Not being able to join in and being out of the situation for those few moments is often sufficient for the child to calm down and reflect on their behaviour. Apologies are always encouraged. We will inform the parents at the end of the session as to what we did and why. Persistent behaviour will be noted and monitored and positive behaviour plans put in place where necessary.

Smacking

It is our policy not to smack any child at any time. A request or a reminder is given to the child i.e. "....., you must not throw the sand because it might go in someone's eyes."

Any difficult behaviour that is not in character is mentioned to the parents/carer as it may be a symptom of something else, but this can then be explored with the parent/carer.

Whilst allowances are made for children who are unwell, have English as a second language or have disabilities that may affect their behaviour, we do expect most children to learn to be able to obey and follow simple instructions, especially when the leader knows they have been understood. This is a valued learning experience for the child and will act as a foundation for their growing years. . Appropriate strategies will be put in place where a child demonstrates consistently negative behaviour (eg visual aids, modeling good behaviour, reasoning and listening).

Challenging unwanted behaviour from adults in the setting

- Settings will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group. This includes negativity towards groups and individuals living outside the UK (xenophobia). This also applies to the same behaviour if directed towards specific groups of people and individuals who are British Citizens residing in the UK.
- Allegations of discriminatory remarks or behaviour including xenophobia made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises and in the case of a staff member, disciplinary measures being taken.

- Where a parent makes discriminatory or prejudiced remarks to staff at any time, or other people while on the premises, this is recorded on the child's file and is reported to the setting manager. The procedure is explained and the parent asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent requesting them to sign a written agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner; the third stage may be considering withdrawing the child's place.

Further guidance

- Special Educational Needs and Disability Code of Practice (DfE 2014)

Other useful Pre-school Learning Alliance publications

- Behaviour Matters (2016)
- CIF Summary Record (2016)

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