



Promoting Positive Behaviour

Policy statement

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

As children develop, they learn about boundaries and the difference between right and wrong. Also 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. 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. We appoint a member of staff as behaviour coordinator to oversee and advise on the team's responses to challenging behaviour.

Behaviour Coordinator – Nicola Coles

Procedures

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

- Attend relevant training to help understand and guide appropriate model's 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

Stepped approach

Step One:

- We will ensure that EYFS guidance relating to Behaviour Management is incorporated into relevant policies and procedures
- We will acknowledge with and apply the setting's policy and 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.

- Ensure that all staff are supported to address issues relating to behaviour including applying initial focussed intervention approaches.

Step Two:

- 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 or others will be discussed between the key person, the Behaviour Coordinator and Special Educational Needs Coordinator (Senco) and Manager. During the meeting the key person will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness, bereavement) in order to place the behaviour in context. Appropriate adjustments to practice will be agreed and if successful normal monitoring will resume.
- If the behaviour continues to reoccur and remains a concern then the key person 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 focussed intervention approach to identify a trigger for the behaviour.
- If the trigger is identified the Senco and key person 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 plan and help implement them. The plan will be monitored and reviewed after 3 months. Depending on the outcome of the review with parents, key person and Senco is how we will progress. By either continuing to use the assess/plan/do/review procedure or whether to refer the child to other professionals.

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

Step three:

- If despite applying the initial conversation and focussed intervention approaches the behaviour continues to occur or is of significant concern. 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 between the parents and the setting to complete a EHA (Early Help Assessment) to ask for extra support for the child from other professional. 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. The setting will follow the Safeguarding and Children and Child Protection Policy.

- The advice received from outside agency partners will be incorporated in the child's support plan and regular meetings with parents/Senco/key person to review and the child's progress.

Initial Intervention Approach:

- We use 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, relating the issue to help children reflect, regain control of the situation and resolve the situation themselves.

Focussed 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. A focussed intervention should be applied
- This approach allows the key person and behaviour coordinator to observe, reflect and identify possible 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 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 focussed intervention should help determine the cause (eg 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 managed 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 fear of 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 the “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 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 or 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 it occurs. The interventions will be recorded as soon as possible within the child’s file, which clearly states when and how the parent’s were informed.
- Corporal (physical) punishment of any kind is never 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 carried out the aggression will 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 and young 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 the of the incident and the setting’s responses to the incident.
- Ofsted should be notified if appropriate
- Relevant health and safety procedures for dealing with concerns and complaints should be followed

- Parents should also be asked to sign risk assessments where the risk assessments relates to managing the behaviour of specific child.

Challenging unwanted behaviour from adults in the setting

- Settings will not tolerate behaviour from an adult which demonstrates a dislike, prejudice 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 in the UK.
- Allegations of discriminatory remarks or behaviour including xenophobia made in the setting by any adult will be taken seriously. The person making the remarks will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises. 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's manager. The procedure is explained and the parent 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 behaviour or prejudiced manner. The third stage may be considering withdrawing the child's place.

Signed on behalf Tiny Feet Preschool _____ date: _____

Name of signatory _____

Role of signatory _____

