



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. In our settings there are clear developmentally appropriate expectations for behaviour.

We have Spot's Rules, which have been agreed by staff and the management committee and shared with our parents and children:

The bones are: -

- We are kind to everybody
- We listen to each other
- We all tidy up
- We share the toys with everybody
- We use our quiet voices indoors

The sticks are: -

- We always hold the sticks when walking outside the setting
- We stay close to and listen to our grown-ups
- We stand still and quiet when a dog is near

These are displayed in each setting and in the parent's area and all adults in pre-school will ensure that the rules are followed consistently.

Procedures

We appoint a named 'behaviour officer' – Michele Stride – to oversee and advise on the team's response to challenging behaviour.

We require the named person to:

- Attend relevant training to help their understanding and implementation of the role;
- Help implement the setting's behaviour procedures including the stepped approach;

- Have the necessary skills to advise other staff on how to address behaviour issues and to access expert advice, if necessary;
- Ensure all staff complete the Understanding and Addressing Behaviour programme on Educare (<http://pre-school.educare.co.uk/Login.aspx>)
- Recognise that codes for interacting with other people vary between cultures and require staff to be aware of, and respect, those used by members of the setting
- Ensure staff, volunteers and students provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy
- Familiarise new staff, students and volunteers with our Promoting Positive Behaviour policy and its guidelines for behaviour. Parents are informed via our booklet of where to find our behaviour policy and information regarding Spot's Rules, bones and sticks
- Support each child in developing a sense of belonging in our pre-school so they feel valued and welcome
- Expect all members of our setting – children, parents, staff, volunteers and students – to keep to the guidelines, requiring these to be applied consistently

Stepped approach

Step 1

Our named behaviour co-ordinator will:

- Ensure that EYFS guidance relating to 'behaviour management' is incorporated into relevant policy and procedures;
- Be knowledgeable with and apply the setting's procedures on promoting positive behaviour;
- 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 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 people, the behaviour coordinator and Special Educational Needs and Disability Coordinator (SENDCO). During the meeting, key people 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 will resume
- If the behaviour continues to reoccur and remain a concern then a key person and SENDCO should liaise with parents to discuss possible reasons for the behaviour and to agree next steps. This may include a signed consent form stating that physical interventions, such as holding, may be required and that parents/carers are aware. 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 behaviour coordinator/SENDCO and a key person will meet with the parents to plan support for the child through a care 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/(care) plan and help implement the actions. The plan should be monitored and reviewed regularly by the behaviour coordinator 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 SENDCO will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting. It may also be agreed that the Early Help Assessment (EHA) should begin and that specialist help be sought for the child if deemed necessary – 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 Children, Young People and Vulnerable Adults policy (Section 1.2). It may also be agreed that the child should be referred for an Education, Health and Care assessment (See Supporting Children with SEND, section 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 be applied
- This approach allows key people 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 will never be used or threatened

Behaviour that challenges /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, i.e. if a child has been seriously injured, or if there is reason to believe that a child's challenging behaviour is an indication that they themselves are being abused
- 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 (section 1.2)
- 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 necessary, i.e. if a child has been seriously injured
- Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed
- A care plan (a type of risk assessment) to support behaviour is developed and, where it relates to individual children, we ask the parents to sign it

Bullying is behaviour that both parents and practitioners worry about. Bullying is a deliberate, aggressive and repeated action, which is carried out with intent to cause harm and distress to others. It requires the child to have 'theory of mind' and a higher level of thinking, all of which are complex skills that most three-year-olds have not developed. (It usually develops after the age of four along with empathy). Therefore, an outburst by a three-year-old is more likely to be a reflection of the child's emotional wellbeing, their stage of development or a behaviour that they have copied from someone else.

Young children are keen observers and more likely to copy behaviours that mimic the actions of others, especially the actions of people they have established a relationship with. These are learnt behaviours rather than premeditated behaviours because children this young do not have sufficiently sophisticated cognition to carry out the type of bullying an older child can do. Unless addressed early, this type of pre-bullying behaviour in young children can lead on to bullying behaviour later in childhood. The fear is that by labelling a child as a bully so early in life we risk influencing negative perceptions and expectations of the child, which will impact on their self-image, self-esteem and may adversely affect their long-term behaviour. This label can stick with the child for the rest of their life.

Challenging unwanted behaviour from adults in the setting

- Settings will not tolerate behaviour from an adult that 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 lead practitioner. 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 Code of Practice (DfE 2014)

Other useful Early Years Alliance publications

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

This policy was adopted at a meeting of Riverside Pre-school CIO held on.....2nd December 2020...

Annual Review date.....December 2021.....

Signed on behalf of the pre-school.....


Role of signatory.....Co-chair.....