



Behaviour Management Policy: Promoting Positive Behaviour

Introduction

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else.

Aim:

Our aim is to provide an environment where children learn to respect themselves, other people, their environment and understand what behaviour is. Positive behaviour is located within the context of the development of children's personal, social and emotional skills and well-being.

A key person who understands children's needs, their levels of development, personal characteristics, and specific circumstances, supports this development. This ensures children's individual needs are understood and supported. Settling in to a new environment is an emotional transition for young children especially as they learn to develop and master complex skills needed to communicate, negotiate and socialise with their peers. Skills such as turn taking and sharing often instigate minor conflicts between children as they struggle to deal with powerful emotions and feelings. During minor disputes, key persons help children to reflect and regulate their actions and, in most instances, children learn how to resolve minor disputes themselves.

However, some incidents are influenced by factors requiring a strategic approach especially if the behaviour causes harm or distress to the child or others. These situations are managed by the Special Educational Needs Co-Ordinator (SENCO) and/or the key person using a stepped approach which aims to resolve the issue and/or avoid the behaviour escalating and causing further harm. This is an unsettling time for young children. Practitioners are alert to the emotional well-being of children who may be affected by the disruption to their normal routine. Where a child's behaviour gives cause for concern, Practitioners take into consideration the many factors that may be affecting them. This is carried out in partnership with the child's parents/carers and the principles of this procedure are adhered to.

The Pre-School Manager / Special Educational Needs Co-Ordinator (SENCO) will:

- Ensure that all new staff attend training on behaviour management such as *Understanding and Addressing Behaviour in the Early Years* (Edu Care)
- Help staff to implement procedure Promoting Positive Behaviour in their everyday practice
- Advise staff on how to address behaviour issues and how to access expert advice if needed

Rewards and Sanctions

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 immediate results for the adult but do not teach a child how to act when a 'prize' is not being given or provide the skills to manage situations and emotions themselves. Instead, a child is taught to be

'compliant' and respond to meet adult expectations to obtain a reward (or for fear of a sanction). If used, the type of rewards and their functions must be carefully considered.

Children are never labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group to be left in 'time out' or on a 'naughty chair'.

When children behave in unacceptable ways: Step 1

If a child is distressed or causing harm to others, it may help to remove them from the immediate environment where the incident occurred. They should be taken to a quiet area by their key person for up to 5 minutes to help them calm down. If appropriate, the key person can use this time to help the child reflect on what has happened.

- As a Pre-School we will be promoting self-regulation and this will be encouraged through daily routines. We aim not to over help the children, we will step back and let them make their own mistakes, in a supportive way.
- Physical punishment of any kind is never used or threatened which could adversely affect a child's well-being. If staff become aware that another person has given corporal punishment to a child, they follow Safeguarding procedures.
- Physical intervention, such as holding, will be used only to prevent physical injury to children or adults and/or serious damage to property. Any significant event of this sort will be recorded, and the parent informed the same day and asked to countersign the incident record.
- Adults will not shout, or raise their voices in a threatening way.
- Adults in the Pre-School will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people, however physical harm of any description is never to be accepted.
- Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.
- In cases of serious misbehaviour, such as racial or other abuse and bullying, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.
- In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.
- Behaviours that result in concern for the child and/or others must be discussed by the key person, SENCO/setting Manager. During the meeting the key person must use their all-round knowledge of the child and family to share any known influencing factors such as a new baby in the family, child and/or parental illness, underlying additional needs to help place the child's behaviour into context.
- Appropriate adjustments to practice must be agreed within the setting. If relevant, a risk assessment should be carried out.
- If the adjustments are successful and the unwanted behaviour does not reoccur or cause concern, then normal monitoring can resume.
- Recurring problems will be tackled by the whole Pre-School, using objective observation records to establish an understanding of the cause.
- Adults will be aware that some kinds of behaviour may arise from a child's special needs.
- We will use bad choice with a sign instead of naughty.

When children behave in unacceptable ways: Step 2

- If the behaviour remains a concern, then the key person and SENCO must liaise with the parents to try to discover possible reasons for the behaviour and to agree next steps. If relevant and appropriate, the views of the child must 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 setting Manager/SENCO must suggest using a focused intervention approach to identifying a trigger for the behaviour such as the STAR Observation Chart – Setting/Situation, Trigger, Action, Response. If a trigger is identified, then the

SENCO and key person must meet with the parents to plan support for the child through a graduated approach via SEN support.

- Aggressive behaviour by children towards other children will result in a staff member intervening immediately to stop the behaviour and prevent escalation using the agreed initial intervention approach. If the behaviour has been significant or may have a detrimental effect on the child, the parents of the victim of the behaviour and the parents of the perpetrator must be informed. If the setting has applied a physical intervention, they must follow the guidance as set out below. The Designated Safeguarding Lead completes a Safeguarding form and contacts Ofsted if appropriate. A record of discussions is recorded and parents are asked to sign.
- Parents must also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.
- If relevant, actions for dealing with the behaviour at home are agreed with parents and incorporated into the action plan. Other staff are informed of the agreed interventions and help implement the actions. The plan must be monitored and reviewed regularly by the key person/SENCO until improvement is noticed.
- Incidents and intervention relating to unwanted/challenging behaviour by children must be clearly and appropriately logged on SEN Support - Action plan.
- Children who attend with additional needs that may have behavioural issues will have a behaviour plan put in place for them so parents and staff take the same steps. Staff will meet with the parents or carers and agree this plan beforehand.
- Should the child ever need physical intervention, the Manager will meet with the parents of the child and discuss the needs of the child. Staff working with the child will be given training on how to use physical intervention and the appropriate records will be put in place.

When children behave in unacceptable ways: Step 3

- If, despite applying initial intervention to deescalate situations and focused interventions to identify triggers, the child's behaviour continues to occur and/or is of significant concern, the SENCO and key person invite the parents to a meeting to discuss external referral and next steps for supporting the child. It may be agreed that the setting request support from the Early Help team and/or other specialist services such as the Area SENCO. This will help address most developmental or welfare concerns. If the behaviour is part of other welfare concerns that include a concern that the child may be suffering or likely to suffer significant harm, safeguarding procedures from our Safeguarding Policy must be followed immediately.
- Advice provided by external agencies is incorporated in SEN Support: Action Plan and regular multi-disciplinary meetings held to review the child's progress.
- If a review determines a statutory assessment may be needed then all relevant documentation must be collected in preparation for an Education Health and Care Assessment which may lead onto an Education, Health and Care Plan.

Use of physical intervention

- Staff will already use different elements of physical contact with a child as part of their interaction in the setting especially when they are comforting a child or giving first aid. However, physical intervention to keep a child or other children safe is different and should only be applied in exceptional circumstances.
- The Early Years Foundation Stage (EYFS) statutory framework states that physical intervention from a staff member towards a child may be used for the purposes of "averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if it is absolutely necessary".

- Staff must do all they can to avoid using a physical intervention because this is not the preferred way of addressing children's behaviour.
- To offer protection to children, a range of appropriate graded interventions may be needed before physical intervention is applied. Most single incidents such as a child throwing a book on the floor or kicking a chair usually only require a verbal intervention from a member of staff. However, there will be some situations where a child places themselves or others in danger which requires an immediate need for the use of both verbal and physical intervention. If a single or persistent incident requires a physical intervention such as physical handling from a staff member towards a child, then this is used intentionally to restrict a child's movement against their will. In most cases this can be applied through the use of the adult's body gently and safely blocking the child from access to danger or to prevent danger.
- To physically intervene, a Practitioner may use "reasonable force" to protect a child from injuring themselves or others. Legally a Practitioner may also use reasonable force to prevent a child from damaging property. However, we would expect that in instances of damaging physical property a child would only experience a physical intervention if the broken property presented a risk or is high value.
- If a situation arises which requires urgent physical hands-on intervention, this is best applied by the staff who knows the child well such as their key person who is more able to calm them or use other known methods for defusing situations without physical intervention.

Physical handling – only to be used by Practitioners who have had the relevant training

We use the principle of applying reasonable minimal force and handling in proportion to the situation. Staff use as little force as necessary to maintain safety. This intervention should only be used for as short a period as possible to keep the child safe and maintain well-being by aiming for:

- keeping the child's safety and well-being paramount
- a calm, gentle but firm approach and application of the intervention
- never restricting the child's ability to breathe
- side-by-side contact with the child
- no gap between theirs or the child's body
- keeping the adults back as straight as possible
- avoiding close head-to-head positioning to avoid injury to the child and themselves (head butting)
- only holding the child by their 'long' bones to avoid grasping at the child's joints where pain and damage are most likely to occur
- avoiding lifting the child unless necessary
- reassuring the child and talking about what has happened
- only applying a physical intervention on a disabled child if training or preferred method is provided from a reputable external source e.g. British Institute of Learning Disabilities www.bild.org.uk/

Risks

There are risks associated with any physical intervention and handling of a child. The younger and more vulnerable a child may be, the greater risk to the child of using physical intervention towards them. However, there are also risks to children associated with not intervening physically; for instance, if a Practitioner did not take hold of a child by the wrist, they may have run into the path of a fast-moving car. Before intervening physically to protect a child from immediate harm a Practitioner needs to decision make in a split second, considering the following factors. This is described as dynamic risk assessment.

- What is the immediate risk to this child if I do not intervene now?
- What might the risks be if I do intervene? If this was my child, what would I want someone looking after them to do in this situation?
- What is the minimum level of intervention that will be effective here? How can I do this as gently as possible for as short a time as possible and how am I going to manage myself to stay calm?

Recording

Any instance of physical intervention is fully recorded immediately and reported to the Designated Safeguarding Lead as soon as possible on a Safeguarding form, ensuring that it is clearly stated when and how parents were informed. Parents are asked to sign a copy of the form which is then kept on the child's file. The Designated or Deputy Designated Safeguarding Lead decides who will notify the parent and when, ensuring that the parent signs to say they have been notified. An individual risk assessment should be completed after any physical intervention with a child which considers the risks and likelihood of such behaviour re-occurring and how this will be managed. The risk assessment should be agreed and signed by parents.

Challenging unwanted behaviour from adults in the setting

We do not tolerate behaviour demonstrating dislike, prejudice, discriminatory attitudes or action towards any individual/group. This includes those living outside the UK (xenophobia). This also applies to behaviour towards specific groups of people and individuals who are British Citizens residing in the UK.

Allegations of discriminatory remarks or behaviour 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.

Where a parent makes discriminatory or prejudice remarks to staff at any time, or other persons 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 is 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 discriminatory or prejudice ways; the third stage may be considering withdrawing the child's place.

Agreed procedure for dealing with inappropriate behaviour in Pre-School:

- All children will be reminded of the golden rules when they start at the Pre-School and give them clear guidance of the expected behaviour of the setting.
- If a child does not follow the rules we will step in and remind them of the rules using visual aids to support their understanding.
- If the unwanted behaviour continues we will move the child away and engage them in another activity to distract them.
- If the child displays unwanted behaviour during the session the staff member will talk to the child and remind them of expected behaviour of Pre-School, if the unwanted behaviour continues the child will be given an individual support plan to manage their behaviour. Staff will monitor the behaviour on the STAR Observation Chart.

Silsoe Pre-School Golden Rules:

1. Looking eyes
2. Good Listening
3. Be Kind
4. Taking turns
5. Waving feet

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