

Chudleigh Pre-school

Registered Charity No: 1028874

PLA No: 22478

Promoting Positive Behaviour

Behaviour Management Policy

Policy Statement

Our setting believes 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.

Procedures (Step 1)

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

- have a named person (Mrs Linda Palmer) who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning challenging behaviour.
- require this named person to:
 - keep him/herself up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
 - access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development; and

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- ensure that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- require all staff, volunteers and students to provide a positive model of behaviour by promoting British Values, treating children, parents and one another with friendliness, care, courtesy and respect, to follow the settings 'Promoting Positive Behaviour Policy'; a copy of which is on our Notice boards.
- work in partnership with the children's parents/carers who are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate and/or undesirable behaviour, using our observation records to help us understand the cause and monitor any possible triggers to decide jointly how to respond appropriately.

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.
- We help children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We encourage sharing and taking turns by supporting children as they play with the toys and resources.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.

- We avoid creating situations in which children receive adult attention only in return for inconsiderate and/or undesirable behaviour.

Procedures (Step 2)

Following the 0-25 SEND Code Of Practice 2014 (DfE)

- 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 person and the Lead Practitioner, the behaviour coordinator and Special Educational Needs Coordinator (SENCO) or/and manager (in some cases two or more of these roles may be undertaken by the same staff member). 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 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 person and Behaviour Co-Ordinator/SENCO should liaise with parents to discuss possible reasons for the behaviour and to agree next steps.||||| 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 Co-Ordinator/SENCO and key person will meet with the parents to plan support for the child through developing an action 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 person and Behaviour Co-Ordinator/SENCO until improvement is noticed.

All incidents and intervention relating to unwanted and challenging behaviour by children should be clearly and appropriately logged on the settings Incident Report forms.

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 person 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, where appropriate, children may be removed from a situation to give them a calming down period and one-to-one adult support given to help them see what was wrong and how a situation could have been worked through more positively.

Procedures (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/or SENCO will invite the parents to a meeting to discuss external advice or a referral being sought to help plan next steps for supporting the child in the setting.
- It may be agreed that a Devon Assessment Framework or an 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.
- 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.
- Chudleigh Preschool will support the child throughout this process working in joint partnership with the parents/carers.

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 reason stated above details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are recorded in our confidential 'Incident Book' giving a factual account of the event. Parents will be informed of the incident and asked to

sign the record. Lead Practitioners must have the ultimate responsibility if any further action is necessary.

- Corporal (physical) punishment of any kind should never be used or threatened.

Rough and tumble play and fantasy aggression

- Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour, although it may be inconsiderate and/or undesirable at times and may need addressing using strategies as above.
- We recognise that rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour

- We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high. We understand that for children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt, children may not have yet developed the self-discipline to manage intense emotions, especially anger.
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming

them and helping children to express them, making a connection verbally between the event and the feeling. Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.

- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy.
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. Children may need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, role play puppets and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- We do appreciate that some kinds of behaviour may arise from a child's Special Educational Needs or home circumstances. Theory indicates that the main reasons for very young children to engage in excessive hurtful behaviour are that:
 - they do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the setting;
 - key people in their lives do not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
 - the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;

- the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
- the child has a developmental condition that affects how they behave.

Bullying

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another.

Bullying can occur in children 5 years old so is unlikely to occur within preschool.

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that the children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- we do not label children who bully as 'bullies';
- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstances causing them to express their anger in negative ways towards others;
- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the other child as the original behaviour;
- we discuss what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

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 Lead Practitioner in charge of the session or Behaviour Coordinator will make a written record of the incident, which will be kept in the incident folder and/or in a personal Safe Guarding folder; in line with the *Safeguarding children, young people and vulnerable adults* policy.
- The Behaviour Coordinator will complete a risk assessment related to the child's challenging behaviour to avoid any further instances.
- The Behaviour Coordinator will 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.

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

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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.

Reviewed at Committee Meeting
2nd July 2019

Further Guidance

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

Related Policies

- Inclusion and Special Educational Needs Policy
- Safeguarding Policy
- Disciplinary and Grievance Policy