

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. We encourage positive behaviour and use effective behaviour management strategies to promote the welfare and enjoyment of children attending our Kindergarten. Working in partnership with parents, we aim to manage behaviour using clear, consistent and positive strategies.

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. We appoint a member of staff as behaviour coordinator to oversee and advise on the team's responses to challenging behaviour.

We expect children at our Kindergarten, to the best of their abilities and with or without support to:

- Listen carefully and respond to instructions and requests, especially those concerning safety
- Develop and maintain an acceptable attitude towards one another, the environment and all equipment

We hope parents/guardians will feel able to:

- Inform us of any relevant changes to their circumstances which may affect their child's behaviour e.g. new baby, moving house, bereavement, divorce, separation or hospitalisation.
- Re-enforce expectations of positive behaviour by talking to their child at home
- Actively support staff in implementing positive behaviour strategies.
- Be a positive role-model for their child.

Procedures

Our Kindergarten Staff will:

- Promote effective relationships in which all are accepted, valued and treated equally
- Create a positive environment which encourages and reinforces caring, nurturing and acceptable behaviour towards one another, the environment and equipment.

- Be mindful of the need to maintain safety at all times.
- Provide a positive role model for all children and volunteers, communicating and modelling positive behaviour.
- Place the needs of the children, including needs linked to their preferred learning styles, social and behavioural needs at the centre of the Kindergarten's activity curriculum to maximise individual success and raise self-esteem.
- Give verbal praise to children demonstrating good work, good behaviour, cooperation and good group work
- Ask children who are not displaying acceptable behaviour to consider their actions., explaining the consequences of some behaviours and offering choices
- Involve the children in problem-solving by using the conflict resolution steps
- Recognise and acknowledge feelings to encourage empathy
- Create an environment that minimises conflict e.g. ensuring there are sufficient resource
- Provide planned opportunities to discuss behaviour and feeling
- Talk to parents/guardian about all aspects of their child's behaviour on a daily basis.

We use 'Natural Consequences' as a form of encouraging behaviour, unless it interferes with the rights or safety of the child or others. For example, if a child decides they do not wish to put their coat on in the rain, they are likely to get very wet. If staff can foresee this happening, they ask them to consider what might happen if they went outside without a rain jacket. Showing empathy to the situation, such as 'you're wet, you must be uncomfortable' or offering suggestions on how they can rectify the situations such as 'standing close to the fire would warm and dry you' is likely to be more effective than telling them off and using the word 'I told you so'.

Some behaviours that are extremely concerning e.g. inappropriate touching, verbal aggression, and intentional damaging of property will be managed on an individual basis and in a non-judgemental and appropriate way.

This may include:

- Removing the child from the situation.
- Seeking immediate support from other staff members
- Contacting the parent/carer and request the child is taken home
- Referring to other agencies e.g. Child and Adolescent Mental Health Service, for further guidance and support.
- On rare occasions positive handling techniques for the child's own safety and the safety of others may be used. Any occasion where physical intervention is used will be recorded in an Incident Report and parents/ carers will be informed on the same day as the incident.
- A meeting will be convened the same day with staff and parents/guardians to identify ways forward.

Our conflict resolution steps are as follows:.

- 1 Approach calmly and with an open mind
 Walk over and get down to their level.

- 2 Acknowledge feelings
Say "I can see you're feeling hurt/cross/upset/angry"
- 3 Gather information from both sides
Say "What's the problem?"
- 4 Restate the problem
Say "so the problem is..."
- 5 Ask for solutions and choose one together
Say "I wonder what we can do to solve the problem/help you feel better?"
- 6 Be prepared to give follow-up support
Keep an eye out for what happens next and give further support if needed

If staff are not confident about their ability to contain a situation, they should call the manager or, in extreme cases, the police.

Corporal punishment or the threat of corporal punishment will never be used at our Kindergarten. We will take all reasonable steps to ensure that no child who attends our Kindergarten receives corporal punishment from any person who cares for or is in regular contact with the child, or from any other person on our premises.

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
 - have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary;
- 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).
- 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, the behaviour coordinator and Special Educational Needs Coordinator (SENCO) or/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 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 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 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 action plan and help implement the actions. The plan should be monitored and reviewed regularly by the key person and SENCO until improvement is noticed.

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

- 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 Common Assessment Framework (CAF) 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.
- 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 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, 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.

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)

This policy was adopted by	Hidden Valley Bushcraft	<i>(name of provider)</i>
On	23/08/2017	<i>(date)</i>
Date reviewed	20/10/2018	<i>(date)</i>
Date to be reviewed	20/10/2019	
Signed on behalf of the provider	<i>L Goldsmith</i>	
Name of signatory	Louise Goldsmith	
Role of signatory (e.g. chair, director or owner)	Owner	

Other useful Pre-school Learning Alliance publications

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