

Promoting Positive Behaviour Policy

EYFS 2017 Safeguarding and Welfare Requirement

“3.52 Providers are responsible for managing children’s behaviour in an appropriate way”.

AIM

It is the primary aim of ICP Nurseries Limited to ensure that every member of the nursery feels valued and respected, and that each person is treated fairly and well. We are a caring nursery community, whose values are built on mutual trust and respect for all. The Promoting Positive Behaviour policy is therefore designed to support the way in which all children and staff work together in a supportive way. It seeks to promote an environment where everyone feels happy, safe and secure and to support the key aims outlined within this policy.

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 lead to oversee and advise on the team's responses to challenging behaviour.

BEHAVIOUR LEAD

The nursery has a Behaviour lead whose role is, to act as a point of contact to provide information, advice and suggest strategies to support practitioners and parents when dealing with behaviour incidences but also to support the children to be resilient, understand and be able to express their emotions and independently resolve conflict. The promoting positive behaviour lead will attend training courses that will have upskilled their knowledge in this area. At each staff meeting they will cascade any relevant information to the nursery team.

The named Behaviour Lead for this nursery is: xxxxx xxxxx

The company behaviour lead is responsible for the development and implementation of this policies, and to offer support to managers and behaviour leads to ensure the steps outlined in this procedure underpin practice.

The Company Behaviour Lead is: Cara Munnery

E: Cara@icpnurseries.com

T: 07494 093329

PROCEDURES

In order to promote positive behaviour in an appropriate we will:

- Ensure all practitioners will attend a Promoting Positive Behaviour workshop which forms part of the training plan, to help understand and guide appropriate models of behaviour
- Implement the nursery's behaviour procedures including the stepped approach (see below).
- have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary
- Ensure practitioners always act as excellent role models for the children.

Stepped Approach

Step 1

- We will ensure that the guidance offered in Development Matters (personal, social and emotional development: managing feelings and behaviour) is incorporated into our curriculum planning.
- We will be knowledgeable with, and apply the setting's procedures on Promoting Positive Behaviour.

- We will 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 person, the behaviour lead 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 remain 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.

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 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 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.
- Children may display different behaviours because they have a Special Educational Need or Disability (SEND) such as a speech and language delay. If a SEND need is identified the nursery manager and key person will discuss this with the parents and will start an Inclusion Support Booklet (ISB) or use the local authority Individual Education plan to record what targeted support is in place for the child. This will be shared with the parents. It may also be agreed that the child should be referred for an Education, Health and Care assessment. (See Supporting Children with SEN 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.

Initial Intervention Approach

At times in a nursery day, children will display a range of undesirable behaviours such as hitting, pushing, biting and arguing over toys. By managing a child's behaviour, we simply allow that behaviour to continue and it becomes harder to stop the cycle. Instead we promote positive behaviour to avoid behaviour incidences happening and to give children the tools to regulate their own behaviour. The strategies that we use are:

- 'I' Statements, for example 'I'm very concerned that you are throwing the toys as this may injure some-one'. This strategy takes the blame off the child and puts the onus back onto the staff member

- Using positive language by removing the negative words such as 'no' and 'don't' and instead replacing it with 'use your walking feet' and 'kind hands' for example. This links to our 'Goals and Boundaries' that are displayed in each room to reinforce positive behaviour.
- Our practitioners will support children to become emotionally literate so that they can both express and understand their emotions and become resilient learners so that they can regulate their own behaviour. We talk to children about their emotions using the emotions and feelings bags. We will use the 'red cross system' and 'safety spies' to help children to regulate their behaviour and manage their own risks.
- 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 a six-step process that can be used to help children resolve conflicts that may arise during their day:

- Step 1: Approach the situation calmly
Observe the situation, approach the children with a calm voice, and sit with them on the floor. Stop any hurtful behaviour if necessary.
- Step 2: Acknowledge children's feelings
Describe the feeling you observe and the details of what you see.
- Step 3: Gather information
Ask open-ended questions, directing your questions to one child, and then another
- Step 4: Restate the problem
Based on what the children say, clarify the problem and check your statement with the children.

- Step 5: Ask for ideas for solutions and choose one together
Encourage the children to talk to each other. Be prepared to give suggestions. When children arrive at a solution, restate it and check with them to make sure they are in agreement.
- Step 6: Be prepared to give follow-up support
Sometimes solutions need clarifying as the children begin to play again.

Hohmann, Weikart & Epstein, 2008

For further information click the link: <https://youtu.be/Fbawu6taGj4>

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.
- Where we see repeated behaviour in children, we aim to look into the reasons why this may be happening, for example, family break-up, bereavement and new siblings. However, at times we may need to look closer at why the behaviour is happening. In this instance will discuss this with parents and carers and suggest that an ABC chart should be started. We use the tool to record what happened before (Antecedent), the Behaviour and what happened afterwards (Consequence). We also record times which is valuable when analysing the ABC chart. 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

- Relationships between staff provide a good model from which children learn about how to behave towards others. Practitioners should have high expectations for consistently good behaviour.
- 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). Therefore, our practitioners do not use sticker charts or reward systems.
- Staff must avoid damaging children's self-esteem. Children should never be labelled, criticised, called naughty, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair' or have food withheld from them. 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.
- Staff must not discuss children's behaviour with staff or parents in front of them or other children.

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.
- In a situation where a child shows behaviours that could pose a risk to them, the other children or practitioners we will take the other children to the garden or another room and two staff members will stay behind to support and calm the children.
- 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. 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.
- 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. 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.
- 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.

The following guidance has supported the development of this procedure:

- Special Educational Needs and Disability Code of Practice (DfE 2015)
- Behaviour Matters (Pre-school Learning Alliance 2016)