

Safeguarding and Welfare Requirement: Managing behaviour

Providers must have and implement a behaviour management policy and procedures.

7.1 Promoting positive behaviour

Policy statement

At Rowhedge Under 5s 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.

Our aim is to enable and encourage children to develop their self-esteem, have a strong, positive self-image, and a strong sense of self and sense of belonging within the group and the wider community.

We help children to develop an understanding of how they can expect to be treated by others and how they themselves should treat others, as well as respecting the environment, living things and equipment and resources.

Adults 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

The named person who has overall responsibility for behaviour management, is: Vicky Aves

Vicky Aves will:

- attend relevant training to help their understanding and implementation of the role;
- help implement the setting's behaviour procedures including the stepped approach;
- work in partnership with management to conduct an annual audit (see step 2);
- 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 Promoting Positive Behaviour programme, on Educare (<http://pre-school.educare.co.uk/Login.aspx>)

Stepped approach

Step 1

Vicky Aves 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

- Initially we give the children clear and consistent boundaries which help them understand what is expected of them. The development of these skills requires adult guidance to help encourage and model appropriate behaviours. For example we encourage and enable all children to share and take turns, through modelling and scaffolding inclusive play. We use sand timers to assist with turn taking. The children are supported in initiating use of these. We will sometimes introduce extra resources if possible or necessary/appropriate.
 - We provide opportunities, such as the large movement area for children to learn to respect others space and time it takes to do something, and to take turns so that everyone feels safe, included and confident to explore their own abilities.
 - We understand the importance of building self-esteem. We believe that children's self-esteem and therefore their confidence, resilience, and sense of belonging within the group, and wider community, can be increased by meaningful, positive attention.
 - As a team we reflect and discuss what may be the reasons or causes of inappropriate or unacceptable behaviour (i.e. anxiety, additional needs) so that we can develop and tailor positive strategies to support individual children as necessary, appropriate to their stage of development and understanding.
 - We offer children reasonable and agreed (between members of team and parents) choices, so that they play a part in taking responsibility for their behaviour.
 - We may re-enact situations if we feel it would be beneficial, as role play between adults or with children participating. We have found this to be a powerful and effective tool for enabling some children to understand how their actions/ language may affect others.
 - We use stories and drama/ role-play and discussions in gathering times to promote messages of positive behaviour.
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- 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 and Disabilities Coordinator (SENDCO) 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 behaviour coordinator 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 coordinator/SENDCO and key person will meet with the parents to plan support for the child through a One 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 One Plan and help implement the actions. The plan should be monitored and reviewed regularly by the behaviour coordinator and SENDCO until improvement is noticed.

Step 3

- If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to give 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 specialist help be sought for the child if deemed necessary – this support may address either developmental or welfare needs. (See Supporting Children with SEN policy 9.2) 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).
- Advice provided by external agencies should be incorporated into the child's One 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 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 which could adversely affect a child's well-being.

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, 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 adult's 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.

Bullying is a 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 or distress to others. It requires the child to have 'theory of mind' and a higher level of reasoning and thinking, all of which are complex skills that most three-year-olds have not yet developed (usually 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 well-being, 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, which 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 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 Code of Practice (DfES 2001)

This policy was adopted by _____ *(name of provider)*

On _____ *(date)*

Date to be reviewed _____ *(date)*

Signed on behalf of the provider

Name of signatory _____

Role of signatory (e.g. chair, director or owner) _____

Other useful Pre-school Learning Alliance publications

- Reflecting on Behaviour (2010)
- The Social Child (2007)