

# Achieving Positive Behaviour

## Policy Statement

We believe that children progress best when their personal, social and emotional needs are understood, supported and met, furthermore 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 consider the views and feelings 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 support and intervention when children struggle with conflict and emotional situations. In these types of situations key people can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions. The lead practitioner for Behaviour Management is Jade Shafi.

## Procedures

In order to manage children's behaviour in an appropriate way the practitioners will:

- attend relevant training to help understand and guide appropriate models of behaviour;
- implement the nursery's behaviour procedures including the stepped approach;
- have the necessary skills to support other practitioners with behaviour issues and to access expert advice, if necessary;

### Stepped approach

#### Step 1

- We will ensure that Early Years Foundation Stage (EYFS) guidance relating to 'behaviour management' is incorporated into relevant policy and procedures;
- We will implement the nursery's procedures on Achieving Positive Behaviour;
- We will undertake an annual audit of the provision to ensure that the environment and practices support 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](http://www.kindengezin.be/img/sics-ziko-manual.pdf))
- We will ensure that all practitioners are trained to address issues relating to behaviour including applying initial and focused intervention approaches (see below).

## Step 2

- We will address unwanted behaviours using an 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 will be discussed between the key person, the Behaviour Management Coordinator and Special Educational Needs Coordinator (SENCO) and Nursery Manager. During the meeting, the key person will use their knowledge and assessments of the child to share any known influencing factors (i.e. 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 will be resumed.
- If the behaviour continues to occur and remains a concern then the key person should liaise with parent to discuss possible reasons for the behaviour and agree next steps. If a cause for the behaviour is not known or only occurs whilst in the nursery then the SENCO will suggest 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 parent to plan support for the child through completing a Behaviour Management 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 practitioners should be informed of the agreed actions in the plan and help implement the actions. The plan should be monitored and reviewed regularly by the key person and SENCO until improvement is evidenced.

## 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 Management Coordinator and SENCO will invite the parent to a meeting to discuss an external referral and next steps for supporting the child in the nursery.
- 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 practitioners 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 this approach will be reviewed.

#### Focused intervention approach

- The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key person and parent.
- Where the nursery has considered all possible reasons, then a focused intervention approach should be applied.
- This approach allows the key person and Behaviour Management Coordinator to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.
- The nursery follows the Antecedent, Behaviour and Consequence (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 identify 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 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 so implementing these are for short periods only. 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, practitioners will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.
- Practitioners 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 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 must never be used or threatened which could adversely affect a child's well-being.

#### Behaviour deemed as inappropriate

Should a key person feel that a child's behaviour is inappropriate they will at all times ensure that the child is told that it is the **behaviour** that is not desired and at no time refer to the child being not desired.

Behaviours deemed unacceptable are as follows, but it is to be noted that consideration is also given to the child's age and developmental stage:

- Physical abuse/Violence



- Including Kicking, Biting, Hitting, Hair pulling etc.
- Verbal
  - Including Swearing, Racist comments, derogatory comments, excessive and unnecessary shouting
- Other
  - Deliberately throwing objects in rage, Spitting, deliberate destruction of nursery or others property.

If the behaviour is identified as consistent then the child's key person will arrange for a formal meeting to take place between the key person and the child's parent, the Behaviour Management Co-ordinator and or the unit head may also attend this meeting.

The purpose of this meeting is to gather a full picture of the current situation for the child. This will involve gathering information relating to the child at nursery and away from nursery. All information is treated with respect and in confidence, unless any information disclosed suggests a child may be at risk of harm. Once a full picture has been established the meeting may adjourn so that those attending can consider the next steps. In all cases a second meeting time will be booked.

At the second meeting the next steps/action points decided by all present will be discussed and a further meeting date will be arranged convenient for all attending to discuss progress.

All meetings will be documented and kept in the child's personal file.

a place where children grow