

Promoting Positive Behaviour

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 will create an environment in which the children know what is expected of them, with an atmosphere of mutual respect and encouragement in which the children can develop self-discipline and self-esteem.

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.

The designated member of staff for behaviour management is Carol Kennedy.

Procedures

In order to manage children's behaviour in an appropriate way we will ensure all staff use a consistent and stepped approach.

Initial Intervention

The adult will approach the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help the children reflect, regain control of the situation and ultimately resolve the situation themselves.

Due regard will always be given to the child's level of understanding and maturity when dealing with incidents of unacceptable behaviour; it will be made clear to the child that it is his/her behaviour that is unwelcome and not him/her.

Focussed Intervention

Often the reason for a child's behaviour is quite obvious eg. not wanting to take turns, feeling poorly, changes at home, however the reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents. In this situation, we will use a focused intervention.

This approach allows staff 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.

If the behaviour continues to reoccur and remains a concern then the key person and SENCO will invite parents to come and discuss possible reasons for the behaviour and to agree next steps. Any agreed actions will be shared with all staff so that there is a consistent response to the child's behaviour. The plan should be monitored and reviewed regularly by the key person and SENCO until improvement is noticed.

If, despite applying focused intervention, the behaviour continues to occur and/or is of significant concern, then the keyperson 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.

Advice provided by external agencies will be incorporated into the child's action plan and regular multi-disciplinary meetings held to review the child's progress.

Children will never be labelled, criticised, humiliated, punished, shouted at, spoken to harshly 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.

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.

Physical intervention may be used to prevent a child from injuring themselves or others or damaging property. This must only be 'reasonable force' in relation to the situation. If 'reasonable force' has been used for any of the above reasons, 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.

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.

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 and/or Ofsted if appropriate,

The designated person will make a written record of the incident, which is kept in the child's file; in line with our Safeguarding and Child Protection 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.

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

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.

We will deal with any pre-bullying behaviour through our normal interventions plus group work about using kind words, sharing, helping each other, being different etc.

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.