



### 3.1 Achieving positive behaviour

This policy was adopted at the meeting of Little Thetford Acorns Pre-school and Children's Club. Staff failure to comply with this policy may be considered serious enough to result in the induction of disciplinary procedures.

<b>Date of adoption</b>	March 2018
<b>Reviewed</b>	September 2019
<b>Signed (on behalf of the management committee)</b>	
<b>Name of signatory</b>	Kate Hilton
<b>Role of signatory</b>	Chair
<b>This policy will be reviewed</b>	Annually
<b>Date of next review</b>	September 2020

**Named person responsible for behaviour**

Setting Manager/s

### 3.1 Achieving positive behaviour

#### **Safeguarding and Welfare Requirement: Managing Behaviour**

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

#### **Policy statement**

Our setting believes that children flourish best when their personal, social and emotional needs are met, and where there are clear, fair and developmentally appropriate expectations for their behaviour. We recognise that as children grow and develop they learn about boundaries, the difference between right and wrong, to consider the views, feelings, 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 support, encourage and model appropriate behaviours, and to offer intervention and support when children struggle with conflict and emotional situations. Embedded in our everyday practice is the focus on children's personal, social and emotional development. Throughout our practice we ensure that children learn right from wrong, mix and share with other children, value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

- We acknowledge considerate behaviour such as kindness and willingness to share and support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We build on an ethos that actively promotes a positive, supportive and secure environment that values people.

Our behaviour policy is aimed at supporting all children. All staff agree on a consistent approach which focuses on the behaviour of the child but does not damage the child's sense of self-worth. We will ensure that the child knows that some behaviour is unacceptable, but she/he is valued and not to be blamed for any incidence which has occurred.

## COVID 19 Update

This is an unsettling time for young children. Practitioners are alert to the emotional well-being of children who may be affected by the disruption to their normal routine. Where a child's behaviour gives cause for concern, practitioners take into consideration the many factors that may be affecting them. This is done in partnership with the child's parents/carers and the principles of this procedure are adhered to.

## Procedures

- In order to manage children's behaviour in an appropriate and positive way we have a named person who has overall responsibility for our programme of supporting personal, social and emotional development, including issues concerning behaviour.
- We require the named person to:
  - keep up-to-date with the latest legislation, research and thinking on promoting positive behaviour, and on handling children's behaviour where it may require additional support;
  - access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development ; and
  - Check that all staff have relevant in-service training on promoting positive behaviour.
  - attend relevant training to help understand and guide appropriate models of behaviour;
  - implement the setting's behaviour procedures including the stepped approach;
  - have the necessary skills to support other staff with 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>)
- We recognise that approaches for interacting with other people vary between cultures and requires staff to be aware of, and respect, those used by members of the setting.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy at all times.
- We familiarise new staff and volunteers with the setting's Achieving Positive Behaviour Policy and its guidelines for behaviour.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address

recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

- We ensure that there are enough popular toys and resources and sufficient stimulating activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- When children behave in inconsiderate ways we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We aim to support children with their behaviour, we recognise that behaviour is a form of communication and we will support children in communicating their emotions in effective ways, we talk about emotions regularly and recognise that even if an incident has happened then both children need support. In the event of a serious incident, or repeated unwanted behaviour or hurtful behaviour, we will talk to the child demonstrating the hurtful behaviour, and depending on their level of understanding and previous patterns of behaviour, we may ask a child to find somewhere to sit and have a think about their behaviour, where the child can discuss their feelings and the feelings of others as a result of their behaviour we will talk about these feelings and encourage them to talk.
- We NEVER use physical or corporal punishment, such as smacking or shaking. Children are NEVER threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- In cases of serious misbehaviour, such as racial or other abuse, we immediately make clear the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.
- When young children behave in inconsiderate ways, we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children. Young children are unable to regulate their own emotions, such as fear, anger or distress, and so require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff will remain calm and patient, offering comfort to intense emotions and help the child manage their feelings and talk about them to help resolve issues and promote understanding.

- If tantrums, biting or fighting are frequent, we try to find out the underlying cause, such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.
- We focus on ensuring a child's attachment figure (their key person) is building a strong relationship with the child to provide security.

### **Rough and tumble play and fantasy aggression**

- Young children often engage in play that has aggressive themes – such as superhero and weapon play. Some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying. Although it may be inconsiderate at times and may need addressing using strategies as above.
- We recognise that teasing and rough and tumble play are normal for young children and are acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed and understood with the children, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies, such as blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We aim to tune in to the content of the play, perhaps suggesting alternative strategies for heroes and heroines, and make the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

### **Hurtful behaviour**

- We do take hurtful behaviour very seriously, however it is also important to realise that we are caring for very young children who can find it difficult to express themselves safely and considerately and so we must support all our children. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time. However, it is not helpful to label this behaviour as 'bullying'. For children

under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions may include, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response. We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- We can help this process by offering support, calming the child who is angry, as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy.
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and with clear boundaries.

- We help a child to understand the effect that their hurtful behaviour has had on another child. However, we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together recognising that there may be underlying difficulties.

### **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 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.

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.

## **Bullying**

- We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and is accompanied by an awareness of the impact of the bullying behaviour.
- A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another. Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.
- If a child bullies another child or children:
  - we show the children who have been bullied that we are able to listen to their concerns and act upon them;
  - we intervene to stop the child who is bullying from harming the other child or children;
  - we explain to the child doing the bullying why her/his behaviour is not acceptable;
  - we give reassurance to the child or children who have been bullied;
  - we help the child who has done the bullying to recognise the impact of their actions;
  - we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;



- we do not label children who bully as 'bullies';
- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance, causing them to express their anger in negative ways towards others;
- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

## **Stepped approach**

### **Step 1**

- 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](http://www.kindengezin.be/img/sics-ziko-manual.pdf))
- 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 management coordinator, Special Educational Needs Coordinator (SENCO) and the 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. Our monitoring will include the completion of running records that are to be completed by all staff and overseen by the SENCo and the Setting Manager.

- If the behaviour continues to reoccur and remain a concern then the key person 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 SENCO will suggest using a focused intervention approach to identify a trigger for the behaviour. This will include the continuation of the completion of running records and with the support of the SENCo, Setting Manager and parents a Targeted Support Plan will be planned, agreed and implemented.
- 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 and help implement the agreed actions in the action plan. The plan should be monitored and reviewed regularly by the key person and SENCO until improvement is noticed.

### **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 Assessment 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, we will 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 from 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 and restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.

### **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 an 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. However, if necessary children will be accompanied and removed from the group or the situation in order to calm down in a designated area with the use of a sand timer 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, as this could adversely affect a child's well-being.

### **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)
- Behaviour Matters (Pre-school Learning Alliance 2016)
- CIF Summary Record (Pre-school Learning Alliance 2016)

### **Other useful Pre-school Learning Alliance publications**

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