

2.3 Achieving positive behaviour

Policy

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.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and 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 encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations the key person can help identify and address triggers for behaviour and help children reflect, regulate and manage their actions.



- Have the necessary skills to support other staff with helping children's behavioural issues and to access expert advice, if necessary.
- Ensure that all staff are supported to address issues relating to behaviour including applying initial and focused intervention approaches (see below).
- Encourage self-regulation, consideration for each other, our surroundings and property.
- Work in partnership with parents by communicating openly
- Ensure (where age appropriate) that children are involved in creating the "Golden Rules" for their classroom, giving children a mutual understanding and ownership of the rules within the setting.
- Children will 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'.

For additional support we provide staff with access to flick training to complete "positive behaviour in early years" training as and when required.

Our Promoting positive behaviour procedure is as follows

Step 1 (Understand the child's behaviour)

- When incidents of challenging behaviour occur, the first thing to do is review the learning environment and what is happening in each area. Working to identify a cause of conflict e.g. not enough of a popular resource, an area needs more adult support or supervision etc.
- By identifying these possible causes for conflict we can put actions in place to resolve them.
- In the Early Years, observing children is key for assessing their individual needs including their behaviour.
- Each child in the setting has a key person who will get to know their individual needs. This will support the key person to identify why the child may be behaving in this way.
- Open conversations will be held with parents about children's behaviour in the setting and work with parents to identify any possible influences or triggers for this behaviour.
- The following questions must be taken into careful consideration as children below the age of 5 are still developing their prime areas.
- Important information regarding behaviours can be gathered such as:
 - When does it happen?
 - How often does it happen?
 - How do people respond when it happens?
 - When does the child not behave like this?
 - What is the child trying to communicate?
 - Has it been discussed with the parents/ carers/ manager?
 - Is there a full picture about whether/when this happens at home?
 - Are there any safeguarding concerns?

Procedures

The Manager is the named person for promoting and supporting behaviour
It is their role to:

- Advise and support staff on any behaviour concerns
- Keep up to date with legislation and research relating to promoting positive behaviour
- Access relevant sources of expertise where required and act as a central information source for all involved
- Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management.

In order to support positive behaviour in our setting we will:

- Ensure that EYFS guidance relating to 'behaviour management' is incorporated into relevant policy and procedures;
- Recognise the individuality of all our children.
- Provide a warm, responsive relationship where children feel respected, comforted and supported in times of stress, and confident that they are cared for at all times.
- Ensure that all staff act as positive role models for children and approach challenging situations in a calm and caring way.
- Staff do not raise their voices (other than to keep children from immediate risk or harm)
- Understand that behaviours are a normal part of some young children's development e.g. biting.
- Attend relevant training to help understand and guide appropriate models of behaviour.

Step 2 (Ignore, distract or re-direct)

- Once the reasons for the child's behaviour has been identified, can it be addressed by simply distracting and re-directing them to another activity.
- Children are encouraged to take part in self-regulation time through simple self-regulation games and activities.
- If the child's behaviour is dangerous this must be immediately reported to the setting manager who can address this as a matter of urgency.
- Is the child seeking attention from an adult from their behaviour? If so, key workers will plan small group activities around the child's individual interests.
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see we value and respect them.
- Key workers to ensure they demonstrate to children positive conflict resolution with their peers. Giving the children tools to deal with conflict resolution in an age and behaviour appropriate way.
 - Expressing their emotion to their peers.
 - Explaining what they want from the situation e.g. "I would like a turn with the doll."
 - Walking away if they are feeling angry.
- Supporting and developing children's understanding of different feelings and emotions, self-regulation and empathy as appropriate to stage of development. This includes using strategies and naming and talking about feelings and ways to manage them.
- If the unwanted behaviour does not reoccur or cause concern then normal monitoring will resume.

Step 3 (Speak to the setting SENDCO)

- Behaviours that result in concerns for the child and/or others will be discussed between the key person 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.

Step 4 (Implement additional strategies individual to each child.)

- The key person will decide on particular strategies to support particular types of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour.
- 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. E.g.
 - ABC approach (Action, Behaviour, Consequence)
 - Long observations
 - Mapping of a child's position in the classroom over a period of time.
- ABC approach 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 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. This will be documented on a SEND support plan with a plan, do, review completed by the key person.
- The plan should be monitored and reviewed regularly by the key person and SENCO until improvement is noticed.
- Other members of the staff team should be informed of the agreed actions in the plan and help implement the actions.
- If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan.
- Consider implementing a reward system personal to each child. We will consider their motivations and interests when creating this. And it will be created alongside the parents to ensure the setting and family are following the same reward system.

Step 5 If no improvements are seen, consider referrals to external agencies.

- If, despite following the previous steps, the behaviour continues to occur and/or is of significant concern, then the behaviour coordinator/key person 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 also be agreed that the Common Assessment Framework (CAF) or Early Help process should begin and that specialist help be sought for the child if deemed necessary – 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*
- 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.

Use of physical intervention

- We only use physical intervention (where practitioners may use reasonable force to prevent children from injuring themselves or others or damaging property) or to manage a child's behaviour if absolutely necessary.
- We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable.
- The intervention will be recorded on an incident form on "Nursery in A Box" and sent to parents via their "ParentAdmin" App. Parents will be required to read and sign the incident form prior to the child's return to the setting.
- 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).
- Corporal (physical) punishment of any kind should never be used or threatened which could adversely affect a child's well-being.

Biting Policy

- We understand that children may use certain behaviours, such as biting to communicate their feelings and needs.
- Biting is a common type of behaviour that some children use to help them make sense of the world around them, and to manage interactions with others.
- It can be triggered when they do not have the words to communicate their anger, frustration or need. It can also be used to fulfil an oral stimulation need, such as during periods of teething or developmental exploration.
- Sometimes biting can be due to a Special Educational Need and/or Disability.
- We follow our positive behaviour policy to promote positive behaviour at all times.

The setting uses the following strategies to help prevent biting:

- Individual, one-to-one and small group times so that each child is receiving positive attention
- Quiet/cosy areas for children who are feeling overwhelmed to go to
- Stories, puppets, discussion about emotions and feelings including activities and stories that help support children to recognise feelings and empathise with characters and events.
- Where appropriate we would ask parents/carers to provide additional resources for children who have oral stimulation needs, such as, biting rings.
- Vigilant staff that know the children well and are able to identify where children need more stimulation or quiet times.
- Adequate resources are provided and, where possible, more than one resource or toy is sought to minimise conflicts.

In the event of a child being bitten we use the following procedures.

The most relevant staff member(s) will:

- Comfort any child who has been bitten and check for any visible injury. Administer any paediatric first aid where necessary and complete an accident form once the child is settled again. If deemed appropriate the parents will be informed via telephone. Staff will continue to observe the bitten area for signs of infection. For confidentiality purposes and possible conflict, we do not disclose the name of the child who has caused the bite to the parents.
- Complete an incident form and discuss with the parents at the end of the child's session.
- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who has been bitten.
- If a child or member of staff sustains a bite wound where the skin has been severely broken, arrange for urgent medical attention after initial first aid has been carried out.
- If this is the first incident of biting we would follow steps 1 & 2 of our positive behaviour triangle.
- If it became a repeated behaviour we would:
 - Tell the child who has caused the bite, in terms that they understand, that biting is unkind (the behaviour and not the child).
 - Show the child that it makes staff, and the child who has been bitten, sad.
 - Ask the child what they can do to make the 'child that has been bitten' feel better (this could be fetching them a toy or sharing toys with them, a rub on the back etc.)
- If a child continues to bite, carry out observations to try to distinguish a cause, e.g. tiredness or frustration
- Arrange for a meeting with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault

Further guidance

- Special Educational Needs and Disability Code of Practice



Positive Behavioural Triangle

