



Promoting Positive Behaviour Policy

Policy statement

St Marks Pre-school believes 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, 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, the practitioner team can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions.

Procedures

In order to manage children's behaviour in an appropriate way, the pre-school will:

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

Stepped approach

Step 1

- St Marks Pre-school will ensure that EYFS guidance relating to 'behaviour management' is incorporated into relevant policy and procedures.
- The pre-school will be knowledgeable with and apply the setting's procedures on Promoting Positive Behaviour.
- The pre-school will undertake an audit of the provision annually or as appropriate to ensure the environment and practices support healthy social and emotional development. Findings from the audit will be considered by management and relevant adjustments will be applied.

- The pre-school will ensure that all staff are supported to address issues relating to behaviour, including applying initial and focused intervention approaches (see below).

Step 2

- The practitioner team will address unwanted behaviours using the agreed and consistently applied initial intervention approach. If the unwanted behaviour does not re-occur 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 Special Educational Needs Coordinator (SENCo) and/or 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 re-occur and remains a concern then the key person, manager or SENCo should liaise with parents to discuss possible reasons for the behaviour and to agree next steps. If relevant and appropriate, the views of the child relating to their behaviour should be sought and considered to help identify a cause. If a cause for the behaviour is not known or only occurs whilst in the setting then the pre-school manager will suggest using a 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 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 of the agreed actions in the action plan and help implement the actions. The plan should be monitored and reviewed regularly by the key person and SENCO until improvement is noticed.

All incidents and intervention relating to unwanted and challenging behaviour by children should be clearly and appropriately logged.

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 pre-school manager and/or 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 an Early Support Assessment (ESA) should begin and that more 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 Policy. It may also be agreed that a My Support Plan should be opened with a view to a referral for an Education, Health and Care Plan (EHCP or My Plan).
- 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

- St Marks Pre-school practitioner team 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, re-stating the issue to help children reflect, regain control of the situation and resolve the situation themselves.
- 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 the pre-school practitioner team have considered all possible reasons, then a focused intervention approach should then be applied.
- This approach allows the practitioner team to observe, reflect and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.
- St Marks Pre-school 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 praise and stickers may provide an immediate change in the behaviour but will be carefully considered before being applied and will be specific to a child's needs.
- 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.

- A practitioner 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.

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 pre-school manager will contact children’s social care if appropriate and will consider notifying the police if appropriate.
- The pre-school manager will make a written record of the incident, which is kept in the child’s file in line with the pre-school’s Safeguarding Policy.
- The pre-school manager should complete a risk assessment related to the child’s challenging behaviour to avoid any further instances.
- The pre-school manager 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.
- 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.

Challenging unwanted behaviour from adults in the setting

- St Marks Pre-school Committee and management team will not tolerate behaviour from an adult that 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 to other people while on the premises, this is recorded on the child’s file and is reported to the pre-school 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)

This policy was adopted at a meeting of the pre-school held on (date)

Signed on behalf of the pre-school

Also see:	Code of Conduct	Health and Safety
	Learning, Development and Assessment	Safeguarding
	Special Educational Needs and Disability	Staff Training and Development