

09.12 Promoting positive behaviour

At Croft Corner we believe that children develop best in an environment where their personal, social and emotional needs are met. We provide a flexible and broad range of activities and experiences that are planned to promote all areas of a child's development and to maximise learning in all areas.

Our approach is child centered where children learn through play, and with support of parents and staff will be able to acquire skills and knowledge appropriate to their age and stage of development. We aim to promote an environment where children are recognised as individuals where positive attitudes and values are encouraged.

We believe that all children, staff and parents are entitled to be in an environment in which they feel safe and cared for. Our nursery aims to enable children to develop in self-respect and self-esteem and for children to be able to gain social skills such as negotiation and problem solving, and to develop consideration and empathy towards others.

In order to achieve this we will ensure:

- All staff at the nursery are consistent in their approach to behaviour management and will consistently apply rules and boundaries, so that children will have the security of knowing what to expect.
- Ground rules relating to the behaviour of the children will be agreed and discussed regularly with the children.
- Our approach to behaviour management will be explained to all newcomers to nursery, both children and adults.
- Parents / carers are informed of our behaviour policy and we work in partnership with parents / carers to support children's development in this area.
- All adults will provide a positive role model for the children with regards to friendliness, care and courtesy.
- Adults will praise and encourage behaviour such as kindness and willingness to share.

The basis of our approach to behaviour management is that children are allowed and encouraged to do anything they choose to do unless it hurts or damages themselves, another child or adult or equipment or furniture. This includes hurting the feelings of others.

We recognise that young children can have the capacity to find solutions to their problems but as they are learning and developing they might not understand why certain behaviours or actions might hurt themselves or others and we use these situations as a learning experience for the children.

We use a conflict resolution approach developed by High Scope (a children care centre in America) which was designed for young children aged 18 months to six years. It is used in accordance with the child's level of understanding.

The approach is based on six simple mediation steps that teachers use with children during emotionally charged conflict situations.

HIGHSCOPE RESOLUTION

The steps are:

1. Approach calmly, stopping any hurtful actions;
2. Acknowledge children's feelings; *oh dear, you seem very upset, sad, cross*
3. Gather information; *what's happened?*
4. Restate the problem; *oh so. "A" took the toy of you etc*
5. Ask for ideas for solutions and choose one together; *oh dear, A your friend is very sad...what can we do and*
6. Be prepared to give follow-up support.

The process of resolving disputes helps children build problem-solving and social skills that they can rely on throughout their lives.

With toddlers, the adult observes what is going on and provides much of the language describing both the problem and the solution. On the other hand, preschoolers having a dispute are often able to describe what the problem is and suggest solutions.

E.g. we explain not to run inside because they might fall and hurt themselves or they might bang into someone else.

E.g. we explain why another child will be upset if they take a toy from them.

We support children to negotiate with other children if they want to share something rather than relying on the adult to ask for them. We explain to the children that they don't have to give another child something straight away but to say when they can have it.

If a child has physically hurt another child, we talk to them in a gentle but firm way explaining why this is unacceptable. We encourage them to say sorry but also understand that what is more important is actually being sorry and this might take longer to explain. We also ensure that the hurt child is comforted and it is sometimes necessary to involve another member of staff. Attention and care is always given to the hurt child first.

Our priority is to help young children develop social behaviour and we recognise that strategies for supporting younger children will need to be developmentally appropriate and differ from those for older children.

Dealing with Challenging and Inconsiderate Behaviour

When children display challenging or inconsiderate behaviour:

- Physical punishment will neither be used nor threatened.
- Children will not be separated from the group.
- Techniques intended to single out and humiliate individual children will not be used
- Staff will get down to the child's level, gain eye contact and calmly and quietly talk to them about the behaviour with a view to supporting them to learn to cope with their feelings in a non aggressive way using role modelling as a tool.
- If necessary, an adult will stay close to the child as long as it takes to support them to do the above.
- In some circumstances, an adult might spend the whole session 1-1 with a child who needs support to manage their behaviour.
- If a child's behaviour continues to be unacceptable we will work together with the parents to implement a support plan.

- Where necessary, we will refer children, with parents' agreement to behavioural support services.
- In cases of extreme challenging behaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame. We will make it clear to the child in question that it is the behaviour and not the child that is unwelcome.
- Adults will be aware that some kinds of behaviour may arise from a child's additional needs.
- We require all staff, volunteers and students to use positive strategies for handling any challenging and inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. E.g. acknowledgement of feelings, praise for their efforts and achievements in resolving a dispute or learning a social skill such as waiting for their turn, modelling behaviour, explanations and using stories to reinforce certain behaviours.
- Physical restraint will only ever be used to prevent physical injury to children/adults or serious damage to property (refer to physical restraint policy)
- We have a named person who has overall responsibility for supporting Personal, Social and Emotional Development, including issues concerning behaviour. This is Debbie Stanton-Gimson
Nursery Manager

Rewards and sanctions

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 immediate results for the adult but do not teach a child how to act when a 'prize' is not being given or provide the skills to manage situations and emotions themselves. Instead, a child is taught to be 'compliant' and respond to meet adult expectations to obtain a reward (or for fear of a sanction). If used the type of rewards and their functions must be carefully considered.

Children are never labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group to be left in 'time out' or on a 'naughty chair'. If a child is distressed or causing harm to others, it may help to remove them from the immediate environment where the incident occurred. They should be taken to a quiet area by their key person for up to 5 minutes to help them calm down. If appropriate, the key person can use this time to help the child reflect on what has happened. Physical punishment of any kind is never used or threatened which could adversely affect a child's well-being. If staff become aware that another person has given corporal punishment to a child, they follow 06 Safeguarding children, young people and vulnerable adults' procedures.

Physical Intervention

Physical intervention to safeguard a child/children must be carried out as per the guidance in this procedure.

Step 1

- The setting manager, SENCo and other relevant staff members are knowledgeable with, and apply the procedure 09.12 Promoting positive behaviour.
- Unwanted behaviours are addressed using an agreed and consistently applied approach to deescalate situations
- Behaviours that result in concern for the child and/or others must be discussed by the key person, SENCo/setting manager. During the meeting the key person must use their all-round knowledge of the child and family to share any known influencing factors such as a new baby in the family, child and/or parental illness, underlying additional needs to help place the child's behaviour into context.
- Appropriate adjustments to practice must be agreed within the setting. If relevant, a risk assessment should be carried out.
- If the adjustments are successful and the unwanted behaviour does not reoccur, or cause concern then normal monitoring can resume.

Step 2

- If the behaviour remains a concern, then the key person and SENCo must liaise with the parents to try to discover possible reasons for the behaviour and to agree next steps. If relevant and appropriate the views of the child must 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 setting manager/SENCo must suggest using a focused intervention approach to identifying a trigger for the behaviour such as the ABC approach, i.e. Antecedents – what happened before; Behaviour – what was the behaviour observed; Consequences – what happened after the event.
- If a trigger is identified, then the SENCo and key person must meet with the parents to plan support for the child through a graduated approach via SEN support.
- Aggressive behaviour by children towards other children will result in a staff member intervening immediately to stop the behaviour and prevent escalation using the agreed initial intervention approach. If the behaviour has been significant or may have a detrimental effect on the child, the parents/carers of the victim of the behaviour and the parents/carers of the perpetrator must be informed. If the setting has applied a physical intervention, they must follow the guidance as set out below. The designated safeguarding lead completes 6.1b Safeguarding incident reporting form and contact Ofsted if appropriate. A record of discussions is recorded, and parents/carers are asked to sign.
- Parents/carers must also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.

- If relevant, actions for dealing with the behaviour at home are agreed with parents and incorporated into the action plan. Other staff are informed of the agreed interventions and help implement the actions. The plan must be monitored and reviewed regularly by the key person/SENCo until improvement is noticed.
- Incidents and intervention relating to unwanted/challenging behaviour by children must be clearly and appropriately logged on 09.13b SEN Support - Action plan.

Step 3

If despite applying initial intervention to deescalate situations and focused interventions to identify triggers the child's behaviour continues to occur and/or is of significant concern, the SENCo and key person invite the parents/carers to a meeting to discuss external referral and next steps for supporting the child. It may be agreed that the setting request support from the Early Help team and/or other specialist services such as the Area SENCo. This will help address most developmental or welfare concerns. If the behaviour is part of other welfare concerns that include a concern that the child may be suffering or likely to suffer significant harm, safeguarding procedures 06 Safeguarding children, young people and vulnerable adults' procedures must be followed immediately.

- Advice provided by external agencies is incorporated in 09.13b SEN Support: Action Plan and regular multi-disciplinary meetings held to review the child's progress.
- If a review determines a statutory assessment may be needed then all relevant documentation must be collected in preparation for an Education Health and Care Assessment which may lead onto an Education, Health, and Care Plan.

Use of physical intervention

Staff will already use different elements of physical contact with a child as part of their interaction in the setting especially when they are comforting a child or giving first aid. However, physical intervention to keep a child or other children safe is different and should only be applied in exceptional circumstances.

The EYFS states that physical intervention from a staff member towards a child may be used for the purposes of "averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if it is absolutely necessary."

Staff must do all they can to avoid using a physical intervention because this is not the preferred way of addressing children's behaviour.

To offer protection to children a range of appropriate graded interventions may be needed before physical intervention is applied. Most single incidents such as a child throwing a book on the floor or kicking a chair usually only require a verbal intervention from a member of staff. In other situations, an intervention can be applied through mechanical and environmental means such as locking doors and stair gates. This usually stops a situation escalating. However, there will be some situations where a child places themselves or

others in danger which requires an immediate need for the use of both verbal and physical intervention. If a single or persistent incident requires a physical intervention such as physical handling from a staff member towards a child, then this is used intentionally to restrict a child's movement against their will. In most cases this can be applied using the adult's body gently and safely blocking the child from access to danger or to prevent danger.

To physically intervene, an educator may use "reasonable force" to protect a child from injuring themselves or others. Legally an educator may also use reasonable force to prevent a child from damaging property. However, we would expect that in instances of damaging physical property a child would only experience a physical intervention if the broken property presented a risk or is high value.

If a situation arises which requires urgent physical hands-on intervention this is best applied by the staff who knows the child well such as their key person who is more able to calm them or use other known methods for defusing situations without physical intervention.

Physical handling

We use the principle of applying reasonable minimal force and handling in proportion to the situation. Staff use as little force as necessary to maintain safety. This intervention should only be used for as short a period as possible to keep the child safe and maintain well-being by aiming for:

- keeping the child's safety and well-being paramount
- a calm, gentle but firm approach and application of the intervention
- never restricting the child's ability to breathe
- side-by-side contact with the child
- no gap between theirs or the child's body
- keeping the adults back as straight as possible
- avoiding close head-to-head positioning to avoid injury to the child and themselves (head butting)
- only holding the child by their 'long' bones to avoid grasping at the child's joints where pain and damage are most likely to occur
- avoiding lifting the child unless necessary
- reassuring the child and talking about what has happened
- only applying a physical intervention on a disabled child if training or preferred method is provided from a reputable external source e.g. British Institute of Learning Disabilities www.bild.org.uk/

Risks

There are risks associated with any physical intervention and handling of a child. The younger and more vulnerable a child may be, the greater risk to the child of using physical intervention towards them.

However, there are also risks to children associated with not intervening physically; for instance, if an educator did not take hold of a child by the wrist, they may have run into the path of a fast-moving car.

Before intervening physically to protect a child from immediate harm an educator needs to decision make in a split second, considering the following factors. This is described as dynamic risk assessment.

- What is the immediate risk to this child if I do not intervene now?
- What might the risks be if I do intervene? If this were my child, what would I want someone looking after them to do in this situation?
- What is the minimum level of intervention that will be effective here? How can I do this as gently as possible for as short a time as possible and how am I going to manage myself to stay calm?

Recording

Any instance of physical intervention is fully recorded immediately and reported to the designated person as soon as possible on 6.1b Safeguarding incident reporting form, ensuring that it is clearly stated when and how parents were informed. Parents/carers are asked to sign a copy of the form which is then kept on the child's file. The designated person decides who will notify the parent/carer and when, ensuring that the parent/carer signs to say they have been notified. An individual risk assessment should be completed after any physical intervention with a child which considers the risks and likelihood of such behaviour reoccurring and how this will be managed. The risk assessment should be agreed and signed by parents.

Temporary suspension (fixed term)

Any decision to temporarily suspend a child must be carefully considered lawful, reasonable, and fair. If despite following the stepped approach for behaviour it is necessary to temporarily suspend a child, for no more than five days, on the grounds of health and safety, the following steps are followed.

- The setting manager provides a written request to suspend a child to their line manager; the request must detail the reason the child must be suspended and the length of time of the proposed suspension.
- If the line manager approves, the parents/carers must be invited to a meeting to discuss next steps. Parents/carers are invited to bring a representative along. Notes must be taken at the meeting and shared later with the parents. The meeting aims for a positive outcome for the child and not to suspend.
- If no acceptable alternative to suspension is found then the setting manager must give both verbal and written notice of time related suspension to the parent, meanwhile the setting manager must ensure that continued resolution is sought, and suitable adjustments are in place for the child's return.

Suspension of a disabled child

We have a statutory duty not to discriminate against a child based on a protected characteristic. This includes suspending a child based on a disability. Ignorance of the law or claiming it was unknown that a child was disabled is no defence. However, if the child's behaviour places themselves or others at risk then the setting must take actions to avoid further harm. Time limited suspension may be applied to keep the child and/or others safe whilst finding a solution. Suspension is only used if reasonable steps and planned adjustments are first used to help resolve the situation. Without this action, suspension of a child with SEND may constitute disability discrimination (Equality Act 2010). A decision to suspend a disabled child must be clearly evidenced, specific, measurable, achievable, realistic, and targeted. Plans and intervention must be recorded on the child's file and 9.12b SEN Support - Action plan. If little or no progress is made during the suspension period, the following steps are taken.

- The setting manager sends a written/electronic invite to the parents/carers, a local authority representative and any relevant external agencies to attend a review meeting. Each attendee must be made aware that the meeting is to avoid the situation escalating further and to find a positive solution.
- After the meeting, the setting manager continues to maintain weekly contact with the parents/carers and local authority to seek a solution.
- Suitable arrangements offer the parent/carer continued support and advice during the suspension. The setting manager reviews the situation fortnightly and provides their line manager with a monthly update.

Expulsion

In some exceptional circumstances a child may be expelled due to:

- a termination of their childcare and early education agreement as explained in 9.1d Childcare and early education terms and conditions
- if despite applying a range of interventions (including reasonable adjustments), the setting has been unable to adequately meet the child's needs or cannot protect the health, safety and well-being of the child and/or others.

Challenging unwanted behaviour from adults in the setting

We do not tolerate behaviour demonstrating dislike, prejudice, discriminatory attitudes, or action towards any individual/group. This includes those living outside the UK (xenophobia). This also applies to behaviour towards specific groups of people and individuals who are British Citizens residing in the UK.

Allegations of discriminatory remarks or behaviour 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. Where a parent/carer makes discriminatory or prejudice remarks to staff at any time, or other persons 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/carer is 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/carer requesting them to sign a written agreement not to make discriminatory remarks or behave in discriminatory or prejudice ways; the third stage may be considering withdrawing the child's place.

Further guidance

[Behaviour Matters](#) (Alliance Publications)