

Pippins Preschool Policies: 09.12 Behaviour Policy: promoting positive behaviour

Section 09 Early years practice procedures

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(adapted from Tiny Toes Behaviour Management Policy July 2022)

This policy defines the methods used, and those which may NOT be used in respect of encouraging positive behaviour.

The setting has adopted the therapeutic view to behaviour management to support all children to learn behaviours through a consistent, positive and pro=active approach.

The Therapeutic view:

Negative experiences create negative feelings. Negative feelings create negative behaviour. Positive experiences create positive feelings. Positive feelings create positive behaviour.

Therapeutically healthy actions:

- Are based on research, analysis and careful planning;
- Provide a protective and educational consequence for anti-social behaviour;
- Provide positive experiences and so drive positive feelings;
- Over time develop internal motivation to repeat pro-social behaviour.

Pro-social behaviours are those which intend to help other people; they are good for children and communities. At Pippins Preschool, we encourage pro-social behaviour through language and modelling. Examples:

- "It was kind of you to listen to each other - I can see you know how to be a good friend."
- "Great job putting tissues in the bin. That keeps germs in the bin so that we all stay well."
- "If you have all the crayons, then Alex can't have any for her picture. How do you think she feels? How would she feel if you shared the crayons?"
- We give children opportunities to help or be kind; we ask children to tidy up, then give them praise for helping.
- We talk about the thoughts or feelings of characters in stories.

Therapeutically lazy or harmful actions:

- Using punishment, threat, fear, shame, external reward as bribery (behaviourism);
- Drive negative feelings and/or anti-social behaviour;
- Do not protect, educate or prevent the behaviour happening again;
- Drive negative feelings in individuals or groups.

Staff at Pippins Preschool aim to promote pro-social behaviour with consideration and understanding of the needs of all individual children, in the following ways:

- Providing age-appropriate reward, recognition and feedback, celebrating all achievements and positive behaviours e.g., "well done for putting your shoes on yourself!";
- Openly and appropriately discussing considerate behaviours and supporting older children to develop their own guidelines for behaviour e.g., encouraging each other to hold scissors safely;
- Supporting children in developing self-esteem, confidence, competence and feelings of belonging;
- Modelling appropriate and pro-social interactions;
- Providing a stimulating and varied environment, including space for rest and relaxation;
- Effectively planning stimulating and varied activities, including calming activities and those which promote pro-social behaviour and develop an understanding of feelings and emotions;

- Providing children with clear routines including what is to come next by ongoing conversations, visual timelines and consistency;
- Using positive phrasing and language (between staff and children, between staff, and between staff and parents);
- Building strong bonds and relationships between the family and child;
- Giving all children the same access to learning, with consideration of developmental stage, age, experiences and abilities. There is to be clear equity;
- Encourage positive behaviour by positive consequences e.g., instead of saying “stop that” or “no garden time” we say “shoes on, then garden”.

Where difficult or unsocial behaviour occurs, staff will intervene ensuring that they treat the *behaviour* as unacceptable as opposed to the child. Interventions can include the following:

- Working in partnership with parents to promote consistency;
- Distracting children by directing them to more positive, appropriate activities that have opportunity to challenge;
- Rationalising the child’s subconscious behaviour; analysing what is going on around that child, and what is leading to the behaviour in question;
- Considering what feelings and emotions the child may be enduring. If necessary, staff use signs, emotion cards or prompts that represent feelings, dependent on the age of the child.
- Using a “de-escalating script” to reduce antagonism such as the example found on www.odessa.edu – see below.
- Use of de-escalating language and phrases i.e. “you can listen from there”, “come for a walk with me”;
- Limiting choice; too much choice may cause anxiety. Freedom of choice can escalate difficult or reluctant behaviour by the child feeling empowered and in control;
- If the child is at risk of harming themselves or others around them, staff will calmly move other children away from the situation first. As appropriate, a member of staff will calmly remove the child from the situation or area, using Caring Cs:

Where staff are required to move children away for safety, we use the **Caring Cs hand position**. Hands into a C shape: fingers together, thumb away. Palms parallel on the floor, or on the shoulders where appropriate. Staff communicate their intention first before guiding children gently with this hold.

- At a convenient time, staff negotiate a solution using effective restorative questions to reflect, repair and restore the situation. This will teach behaviour and increase internal discipline;
- Once a situation has been resolved, it is to be forgiven. Children can continue with the day with positive interactions and not be reminded of previous behaviour.

Occasionally, a child’s behaviour may cause injury to another child. In this case, one member of staff will comfort the injured child while another member of staff is responsible for the child whose behaviour has caused injury. As soon as possible, staff will complete a behaviour record, and an accident form for the injured child (which contains basic anonymous information about the incident, and support given to the injured child).

Where difficult or unsociable behaviour is deemed to be persistent ~~the key worker staff~~ will inform ~~the Behaviour Management Lead and management~~ the SENCo, who will carry out the following assessments in the following order:

1. Risk calculator / conscious vs subconscious behaviour – can be carried out with parents;
2. Anxiety mapping. One to be completed with parents as anxiety levels and analysis may be different at particular times or different environments;
3. The STEPS “Roots and Fruits” exercise which supports staff in identifying the underlying influences on behaviour;
4. An Individual Care Plan may be necessary.

Parents must be openly involved in the process to determine the best outcome and support for the child. If the above assessments have been made, and strategies to teach the child pro-social behaviour have not been effective, the setting will seek external support as appropriate.

The following actions are NOT permitted under any circumstances at the setting. External discipline imposed by staff through rules, punishment, bribery and suppression will only achieve a short-term change in behaviour. Any of the below would be subject to disciplinary action:

- Smacking, slapping, shaking or in any way roughly treating the child;
- Deprivation of food, drink, sleep or medical attention;
- A requirement to wear inappropriate or distinctive clothing;
- Shouting at, or in any way frightening or humiliating a child;
- Isolating a child by leaving them alone in a room;
- Any other actions likely to instil feelings of guilt, shame or inferiority into the child;
- Using labelling words such as “naughty”, “stupid” or similar.
- Using demanding language and use of intimidating body language

If these occur, then any staff should report to the LADO: 01223 727967

If a child reacts in a particularly volatile manner, physical intervention may be needed.

Management will immediately attend and support where necessary. If restraint has been used a Physical Intervention Record will be completed and shared with the parent or carer.

Pippins Preschool recognise that behaviour norms across ages will vary, and managing this behaviour will need to be consistent with the child’s age and stage of development. Staff are to be full trained on this Behaviour Management Policy by the setting manager. This policy should be read alongside Policy 9.13 Identification, assessment and support for children with SEND.

From original EYA policy:

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 the trustees; the request must detail the reason why the child must be suspended and the length of time of the proposed suspension.
- If the trustees approve, the parents must be invited to a meeting to discuss next steps. Parents are invited to bring a representative along. Notes must be taken at the meeting and shared later with the parents. The meeting must aim 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 on the basis of 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. If little or no progress is made during the suspension period, the following steps are taken.

- The setting manager sends a written/electronic invitation to the parents, 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 and local authority to seek a solution.
- Suitable arrangements offer the parent 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 their Session Request form
- 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: zero tolerance to inappropriate behaviour

We do not tolerate behaviour demonstrating dislike, prejudice, discriminatory attitudes, or action towards any individual/group, including inappropriate physical and/or verbal behaviour towards staff. This includes xenophobia towards individuals from another country, whether they are living outside the UK or residing in the UK. 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 inappropriate 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 makes discriminatory, prejudice remarks or any inappropriate physical and/or verbal behaviour, this is recorded on the child's file and is reported to the setting manager and trustees.

An 'escalatory' approach will be taken with those who continue to exhibit this behaviour and a letter sent from the setting manager and trustees. The setting manager and trustees will seek guidance from the LADO and follow their advice. If necessary, the setting manager and trustees will consider withdrawing the child's place.

Further guidance

Behaviour Matters (Early Years Alliance 2016)

De-escalation Script from www.odessa.edu:

Script	Additional information
1. I see you	Identify the behaviour that tips you off the child is emotionally escalated.
2. Are you feeling (angry)?	Ask if you interpret the observed behaviour correctly.
3. I can see that you are (angry).	Affirm what the child says.
4. What are you (angry) about?	Ask why the child is feeling that emotion.
5. So you're (angry) about _____. Is that right?	Restate what you heard to verify your understanding and demonstrate that you are listening.
6. What do you want?	Assist the child in identifying what options are reasonably available.
7. What have you tried?	Guide the child through a process of self-reflection.
8. How well has that worked?	Help the child assess their progress in dealing with the situation.
9. What else are you willing to try?	Provide alternatives if the child is struggling with identifying other ways to deal with the situation – the child chooses the next step.
10. Will you let me know how it goes?	Follow up with the child in appropriate amount of time; this will build trust.

DON'T	DO
<p>Force a child to talk</p> <p>De-escalate in an overly public manner</p> <p>Tell a child how they are feeling</p> <p>Get hung up on the flow of script</p> <p>Be sarcastic</p> <p>React if you feel attacked by what the child says or does</p> <p>Tell a child what to do</p> <p>Blame a child for the situation</p> <p>Continue doing or saying anything that seems to escalate the situation</p> <p>Argue with a child</p>	<p>Keep a copy of this De-escalation Script</p> <p>Practice the verbal de-escalation script</p> <p>Provide an independent activity for the rest of your children to engage in if a child begins to escalate</p> <p>Get to know your children and know what might lead to or provoke an escalated response</p> <p>Stay calm when engaging in verbal de-escalation</p> <p>A child may need some cool down or processing time during verbal de-escalation. Provide waiting time and check with them later.</p>