



## Promoting positive behaviour policy statement

### General Principles

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, 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 key staff can help identify and address triggers for the behaviour and help children reflect, regulate, and manage their actions.

### Aims

- To encourage and enable children to take responsibility for their own actions.
- To show respect for people of other cultures and social class, recognising, accepting and allowing for all individual special needs.
- To realise what is right, what is wrong and why, thus developing a range of feelings in response to their experiences of the world and an awareness of the effect their behaviour has on others.

### Expectations of staff

We support children as they learn how to behave by providing a stimulating, inviting environment, in which children are encouraged to be helpful, polite, caring and understanding of others. We have realistic expectations of young children.

Ensure that all staff act as positive role models for children, to work in partnership with parents by communicating openly. We always speak politely and respectfully to everyone.

We will praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them.

It is important that we move gently and quietly around the school, being ready to help. Staff must encourage and support children to deal with conflict peacefully.

We will provide a key person system enabling staff to build a strong and positive relationship with children and their families.

Staff will attend relevant training to help understand and guide appropriate models of behaviour. We implement the setting's behaviour procedures as set out in our guidelines for promoting positive behaviour.

We will ensure we have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary.



# Ladybirds Pre-School



## Expectations of children

### We remember our Clever Critter rules

- We have kind and helpful hands
- We take turns and share
- We listen to others
- We take turns to talk
- We use quiet voices inside
- We walk when we're inside
- We do good sitting at group times.
- We have good looking eyes to help us listen.



## Supporting children's behaviour

- We encourage children's efforts helping them when it is hard to do the 'right thing'.
- We show what we want from children by setting a good example in our own behaviour.
- We recognise the adult's responsibility to organise the environment, so that it is easier for the children to be patient or to take turns.
- We intervene calmly to stop children hurting each other or behaving in an unsafe way.
- After a necessary 'No' or 'It is not ok to do that', we offer a simple explanation or an alternative to the child.
- We work to help children to negotiate and solve problems.
- We use the consequences of children's actions to help them learn.

## Supporting parents

Before a child starts at Pre School, it is our aim where possible to work with families and any involved professionals to ensure that we can make appropriate provision for a child or to support and signpost them to a provider who can.

- Our behaviour policy is discussed with parents/carers on the children's induction day.
- Where there are concerns about a child's behaviour, regular meetings between parents and teachers take place to review progress.
- Parents are given time to share their concerns and are offered support and advice. Families are offered a copy of this policy so that they can reinforce some of the ideas recommended. The policy is also available on our website.
- Parents are active partners in behaviour management programmes for those children with challenging behaviour. Advice and access to other agencies is offered where appropriate.



## Our Positive Behaviour Approach

We will model the behaviour, which we hope to promote.

- Treat each other and the children with respect and kindness.
- Promote positive behaviour sensitively.
- Focus on the positive, remembering that a child may only have been told what not to do.
- Demonstrate the value of good models of behaviour through praise.
- Acknowledge children's feelings – "I can see you are very angry about that" ...."you look really sad".
- Encourage everyone to be respectful of each other's property and that of the school.
- Expect children to care for equipment and put it away tidily.
- Encourage self-respect, and respect for others and our environment.
- Encourage everyone to move quietly and calmly around the school.
- Ask that everyone tries to be kind, considerate and aware of the needs of others.
- Liaise with parents/carers to establish shared expectations and consistency of approach.

## Supporting behaviour

We aim to positively teach children about how to manage their behaviour when interacting with staff and each other and we will adopt consistent strategies when a child's behaviour is not what we expect.

Sometimes children, for whatever reason, find it hard to follow the guidelines and boundaries we have set. It can happen for a variety of reasons, children do not know how to behave, they are unable to regulate their emotions, they are experimenting and finding out, they do not yet have the skills, and they do not yet have the language to explain. Where this happens, it is important that staff deal with the incident calmly and let the child see that we are unhappy with the action and not with the child her/himself. i.e. that it is the behaviour that is wrong, not the child that is bad. Where a child repeatedly ignores the guidelines we will recognise/acknowledge the problem, stop the child and make them aware of the problem. The first approach that we will use is conflict resolution. Try to say what you want to happen not what you don't want to happen.

## Strategy adopted when there is conflict between children and/or equipment.

Adults are not always clear what triggered a conflict, who was responsible or what to do next. When children encounter conflict with one another during their everyday experiences, we can use these steps to ensure there are positive outcomes to disputes. We use a conflict resolution process to help children learn to:

- Express their needs and feelings.
- Hear and respect other points of view.
- Express ideas and experience the give and take of relationships.
- Develop a desire to engage in positive social behaviours.
- Feel in control of the solution and outcome.
- Experience successful cooperative solutions.
- Develop trust in adults and other children.
- Understand how to make constructive choices.
- Experience feelings of competence and efficacy.



## **Step 1 Approach calmly – Conflict resolution**

Put yourself at the children's eye level, stop harmful actions or language. If the concerns are regarding a toy or equipment, let the children know that you need to hold the object. Where possible, put your first focus on the child who has been hurt. Show the child positive care and attention. Comfort the child. When the child is feeling calmer, you might turn to the child who has done the hurting:

## **Step 2 Acknowledgement of feeling (adult to explain)**

Acknowledge that you are both upset, "can you see, that hurt her? She is very sad/angry." "No hitting". "when you hit people, it hurts them". "we use kind hands."

## **Step 3 Gather information**

What is happening; gather information from both.

## **Step 4 Restate the problem**

Clarify issues – use simple language check that you have identified the problem correctly.

## **Step 5 Ask for ideas and solutions.**

Give them time. If they share, explore so that agreed actions are understood and perhaps ask others for an idea.

## **Step 6 Offer follow up support.**

Stay with the situation and praise appropriate actions.

## **Strategies adopted when a child's behaviour is challenging.**

- Get down to the child's level where possible. Show concern for the child. Make eye-contact where possible. If eye contact is not possible, then ensure you are speaking so that the child can hear you.
- Ensure that you have the child attention use their name.
- Keep what you say focused and to the point.
- Speak calmly and don't raise your voice.
- State positively what you want or need e.g. "I need you to walk safely indoors" – "I need you to come down from there, you may fall". Try to say what you positively need, wherever possible.
- Be firm and clear but avoid a direct power struggle.
- Be clear use simple words or phrases. Try not to keep talking or repeating.



## Strategies for dealing with dangerous, or harmful behaviour.

- It is important that we clearly signal the unacceptability of dangerous behaviour, and behaviour which harms others.
- If a child is in immediate danger you may need to change the tone of your voice to be heard. Say the Child's name and 'stop' firmly and clearly. If necessary, call for support when you need it. "I need you to put the stick down now. Its sharp and that could hurt someone". If no response you could follow through with: "I need you to put the stick down now. If you do not put the stick down now, then you won't be able to play in the top garden".
- All staff will deal consistently with children when they have seen repeated dangerous behaviour. In this case the child will be removed from the situation to an area of quieter play e.g., story books inside where an adult is available for support. Before the child returns to their chosen play, we ensure that the boundaries are clear for example "are you ready to listen and play with kind hands? We then settle the child into an activity before leaving him/her.

## Repeated patterns of behaviour

If a child is consistently repeating the same difficult behaviour, or targeting a particular child, then you must make other staff aware as soon as possible issues like this may be approached by:

- Raising staff awareness/vigilance.
- Looking at "triggers" (e.g., is it always at tidying up time?) and act to prevent the difficult behaviour occurring (e.g., giving the child positive attention at that time).
- Evaluating the curriculum/expectations on the child and adjusting.
- Meeting with the parents, to gain an understanding of the Child's behaviour and develop agreed joint strategies to manage the difficulties.

## Apologies

It is not age appropriate to ask children to say sorry. Instead, adults will model e.g. "I am sorry this has happened", "I am sorry you have been hurt".

## 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 adult's own expectations to obtain a reward (or for fear of a sanction). If used, then the type of rewards and their functions will be carefully considered and applied consistently by all team members.
- 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.
- 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.

## Supporting interventions to unwanted behaviours

- Behaviours that result in concern for the child and/or others will be discussed between the key person, the behaviour coordinator, and Special Educational Needs Coordinator (SENCO) Vikki Hart/Sue Tillen. 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.) to place the behaviour into context. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.
- If the behaviour continues to reoccur and remains a concern, then the key person and 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 behaviour coordinator 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.
- 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 Common Assessment Framework (CAF) or Early Help 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, follow the Safeguarding and Children and Child Protection Policy. It may also be agreed that the child should be referred for an Education, Health and Care assessment.
- 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.



## 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 and will consider whether notifying the police if appropriate.
- The designated safeguarding lead 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.
- 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

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 reflect 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 these 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.



## 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)

### Other useful Pre-school Learning Alliance publications

Behaviour Matters (2016)  
CIF Summary Record (2016)

This policy was adopted by Ladybirds Pre School *(name of provider)*

On 23rd February 2021 *(date)*

Signed on behalf of the provider

Name of signatory Gerard O'Neill

Role of signatory (e.g. chair, director or owner) Trustee