

Promoting Positive Behaviour

Policy Statement

At Harvey Bears Nursery and Pre-school, 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. Children learn about boundaries as they develop.

Procedures

In order to manage children's behaviour in an appropriate way we will;

- Attend relevant training to help understand how to behave appropriately.
- Implement the setting's behaviour procedures.
- Have the necessary skills to support other staff with behaviour issues if they ask for it.
- Know where to access expert help if necessary.
- We will ensure that EYFS guidance relating to 'behaviour management' is adhered to.
- We will be knowledgeable, and apply the setting's procedures on 'Promoting Positive Behaviour'
- If there is a confrontation between children, we will not assume we know what has happened.
- We address unwanted behaviours using the agreed and consistently applied initial intervention approach.
- Behaviours that result in concern for the child and/or others will be discussed initially with the keyperson. During any discussion the keyperson will rely on what they know about that child.
- If necessary, the SENDCO will be consulted. Any unusual circumstances, eg new baby, moving house will be taken into account.
- If the behaviour continues the keyperson and SENCO will discuss the behaviour with the parents, to establish any changes in circumstances and agree on further strategies.
- If necessary, an action plan will be formed between the keyperson and parents. This should be recorded so all staff carry out the same strategies.

Any incidents and intervention related to constant unwanted and challenging behaviour should be logged with dates and signed.

- If, despite applying the initial intervention and focused intervention continues to occur then the SENCO and keyworker will invite the parents in for a meeting to discuss external referral and next steps for supporting the child in the setting.

- It may be agreed that Early Help Process should begin and that specialist help be sought for the child - this support may address either developmental or welfare needs.
- Advice from external agencies should be incorporated into the child's action plan and regular multi-disciplinary meetings held to review the child's progress.
- We use an initial problem solving intervention for all situations in which children are distressed or in conflict.
- All staff use this intervention consistently.
- A member of staff should approach the situation calmly, acknowledging the feelings of all involved, gathering information and trying to resolve the conflict.
- Children should be encouraged to reflect on the situation and resolve it themselves, where developmentally appropriate.
- We follow the ABC method which uses observations to identify A) and incident or event ANTECEDENT, that occurred immediately before a particular behaviour.
- B) What behaviour was observed and recorded at the time of the incident.
- C) What were the consequences following the behaviour.
- Once analysed the focused intervention should help determine the cause and why the behaviour happened, and suitable support should be applied.
- All children need consistent messages from all staff. Clear boundaries and guidance should be given to help children manage their behaviour through self-reflection and control. Children need space to learn these skills.
- Children should never be labelled, criticised humiliated, called naughty, shouted at or isolated. If necessary children can be removed from the situation and allowed to calm down and if developmentally appropriate allowed to reflect on the situation. They should not be left alone.
- The term physical intervention is used to describe any forceful physical contact by an adult to a child, ie grabbing, pulling, dragging or any form of restraint of a child. Where a child is upset or angry a member of staff will speak to them calmly, encouraging them to vent their frustration in other ways than physically.
- Staff should not use physical intervention, or the threat of intervention to manage a child's behaviour unless it is necessary a) to prevent the child hurting themselves or others, b) to prevent damage to property.
- If 'reasonable force'; has been used parents are to be informed on the day of the event. The intervention should be accurately recorded stating clearly the date and that the parents have been informed.
- Corporal punishment should never be used or threatened.
- Any aggressive behaviour by children towards other children will result in a staff member intervening calmly immediately.
- If the behaviour has been significant or may have a detrimental effect on the victim, the victim's parents will be informed.

- The keyworker will contact children's services if appropriate, ie if a child has been seriously injured or if there are signs the perpetrator is being abused.
- The keyworker will make a record of the incident.
- The keyworker should conduct a risk assessment relating to the child's behaviour and avoid any further instances.
- The keyperson should meet with the child's parents of the victim and the perpetrator, advising them of the incident and any responses made by the setting.
- OFSTED should be notified if appropriate ie in the case of serious injury.
- Relevant Health and Safety procedures and the complaints procedure should be followed if necessary.
- Parents should be asked to sign a risk assessment which relates to managing the behaviour of a specific child.