



Promoting positive behaviour

Policy statement

At Little Squirts 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.

Our intention

We intend to provide the children in our care with the life skills necessary to get ahead in life and we believe that teaching them about behavioural and social expectations is key to this. It is our intention that our children will start school being able to express themselves and be confident in who they are as well as understanding others needs and being able to respond appropriately.

What we believe

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.

Procedures

In order to manage children's behaviour in an appropriate way we ensure that all staff are aware of and adhere to our behaviour policy. We concentrate on promoting positive behaviour by emphasising the good behaviours that we see and reward this verbally at the time as well as with an apple for our good news tree. When a child receives an apple it is stored until the next available

group time and given out in front of the class so that all children can recognise the behavioural expectations.

When a child is behaving inappropriately we will try to encourage the child to consider for themselves what it is that they may have been doing that is undesirable, this is to help them start to self manage their own behaviours and learn how to inhibit some behaviours that are inappropriate. If the child is unaware of their actions or too young to understand and articulate this, the adult will explain what it was that was inappropriate and offer an alternative way of behaving to help the child begin to recognise the boundaries.

Staff communicate any behavioural concerns with parents as well as within the team to ensure a consistent approach is used at all times and where a child is consistently displaying inappropriate behaviour we will work with parents to set up a behaviour plan such as a reward system.

Tantrums

We recognise that young children are liable to have tantrums, this is largely due to the activity in the brain at this time in their development and is a necessary part of their development as they learn about what they can and can't do. We recognise that tantrums can present in different ways and can be easily identified when a child is shouting and throwing themselves about, however can be mistaken when a child uses tears or goes silent.

Our policy is the same for any type of tantrum and that is to ignore it completely and allow the child to finish their tantrum before talking to them about the situation that has caused this behaviour. Once the child has finished we will employ the same system as any undesirable behaviour and ask the child to explain what has happened as best they can. We will then explain that it isn't appropriate for them to behave in this way at the setting and offer alternatives for the next time they are feeling this way (for example if they don't wish to join in with a whole class activity they can sit and watch or if they were upset because they wanted a toy someone had we can use a timer etc)

Concerns about behaviour

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) or/and

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 reoccur and remain a concern then the key person should liaise with parents to discuss possible reasons for the behaviour and to agree next steps. If a cause for the behaviour is not known or only occurs whilst in the setting then the SENCO will suggest using a focused intervention approach to identify a trigger for the behaviour.

We 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.

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 focused intervention approach, the behaviour continues to give concern 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 also be agreed that an Early Early Help Assessment should be completed and that specialist help be sought for the child if deemed necessary – this support may address either developmental or welfare needs. (See Supporting Children with SEN policy 9.2) 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, we follow the Safeguarding and Children and Child Protection Policy (1.2). 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.

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.

Corporal (physical) punishment of any kind should never be used or threatened which could adversely affect a child's well-being.

Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to do so *“A person will not be taken to have used corporal punishment, where physical intervention was taken for the purpose of averting immediate danger to any person (including the child) or to manage a child's behaviour is absolutely necessary”* (EYFS)

If there has been any form of physical intervention, 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.

Looked after children

At Little Squirts we recognise that children who are 'looked after' or have been 'previously looked after' are likely to have experienced trauma in their life. Because of this we recognise that some behavioural expectations and boundaries may be difficult for a child to adjust to and we understand the importance of 'knowing' each child and their background.

The designated person for looked after children will generally become the key person, however, if this is not possible for any reason, they will ensure the key person has the information, support and training necessary to meet the looked after child's needs.

As a setting we are able to adjust our behaviour policy in line with what is required from a child who may have suffered trauma. When this is deemed necessary, a new behaviour plan can be discussed between the child's main carers, key worker at nursery, Safeguarding and looked after children lead(s) and possibly the SENCo. The plan will be shared with the whole team to ensure consistency for the child.

This policy was adopted by Little Squirts Preschool on 29th July 2019 (review date 1st July 2020)

Signed.....

Name.....

Role.....