



The Goslings Preschool

Registered Charity No. 1209514

Promoting Positive Behaviour Policy

Our Philosophy

At The Goslings Preschool 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. Julie Harris is our appointed Behaviour Management Coordinator, who oversees and advises the staff on how to respond to challenging behaviours.

Our Aims and Commitment to Promoting Positive Behaviour

- To create an environment where positive behaviour and social responsibility is encouraged by reinforcement and praise; this approach helps to raise a child's self-esteem and promotes self-discipline.
- Staff should aim to be consistent and fair in their response to each child.
- To encourage a mutually supportive school community and to develop positive partnerships and communication among children, parents/carers and staff.
- To inform parents/carers of our policy and approach, and to encourage their cooperation and support.
- To create a positive and effective learning environment where each child may develop a caring attitude and value others.

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

- Attend relevant training to help understand and guide appropriate models of behaviour.
- Implement the setting's behaviour procedures, including the stepped approach.
- Have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary.
- Ensure all staff complete the Promoting Positive Behaviour training programme.

Our preschool rules promote the safety of the children and the staff, and help the children to develop a sense of responsibility for their actions, and an understanding of the effect their actions may have. These are:

1. We use talking voices inside.
2. We use walking feet inside
3. We keep our hands and feet to ourselves.
4. We listen to the staff in preschool.
5. We share and take turns.

Rights and Responsibilities

For learning to occur in a caring, positive, supportive and cooperative environment, all parents, children and staff have rights and responsibilities which must be recognised and understood.

RIGHTS	RESPONSIBILITIES
<p><u>Children</u></p> <ul style="list-style-type: none"> • To be educated in a safe and well managed area. • To be treated fairly, consistently and with respect. • To experience a broad, balanced and suitably differentiated curriculum and to have any special learning needs identified. • To have the help of an adult when they require it. • To have their views listened to. 	<p><u>Children</u></p> <ul style="list-style-type: none"> • To respect the views, rights and property of others and behave safely in the preschool setting. • To take responsibility for their behaviour and to develop the skill of working independently. • To identify a better choice when they make a mistake and to learn from it. • To ask for help if they do not understand or require assistance. • To listen to the person who is meant to be speaking.
<p><u>Staff</u></p> <ul style="list-style-type: none"> • To be respected by children, staff and parents. • To deliver the curriculum in a safe and adequately resourced environment. • To be supported by parents in the effective delivery of their child's education and care. 	<p><u>Staff</u></p> <ul style="list-style-type: none"> • To create a stimulating, happy learning environment. • To listen to the children, value their contributions and respect their views. • To develop a positive relationship with parents and carers. • To ensure the curriculum is broad, balanced and suitably differentiated to meet the needs of the pupils. • To share with parents any concerns they have about their child's progress and development.
<p><u>Parents/Carers</u></p> <ul style="list-style-type: none"> • To have a safe, well managed and stimulating environment for their child's learning/care. • To experience a broad, balanced and appropriate curriculum for their child. • To be informed about rules, rewards and consequences. • To be informed promptly if their child is ill or has an accident. • To be informed of progress in learning and achievements or any concerns staff may hold in relation to their child. 	<p><u>Parents/Carers</u></p> <ul style="list-style-type: none"> • To act as a positive role model for their child in their relationship with preschool. • To ensure that their child attends regularly and is suitable prepared for the day ahead. • To be aware of the preschool rules, rewards and consequences and encourage their child to abide by the rules. • To provide the preschool with relevant background information about their child, including any concerns they may have about them or any changes in the child's circumstances. • To show an interest in their child's education/care and attend planned meetings. • To support staff team in implementing the school's behaviour policy.

Encouraging Positive and Acceptable Behaviour

- Praise and acknowledge positive actions and attitudes. Express a child's feelings by naming them e.g. *'I can see that you are frustrated, you look lonely etc'*.
- Create an emergent learning environment that promotes curiosity and allows a child's interests to guide the curricula; when a child is interested and is engaged in meaningful and enjoyable projects then positive self-discipline tends to be more apparent.
- To encourage each child to verbalise their feelings in a non-aggressive manner e.g. *'I don't like what you are saying /doing'* or simply *'stop', 'that makes me feel sad'*. As the adult, it is our role to help each child understand their emotions and to help them acquire the reasoning skills needed to deal with different and sometimes difficult situations.
- Teach negotiation skills such as *'If you, then I.... or How about if.....?'*.
- To help children recognise that fighting, hurting, inappropriate use of language and other similar actions are not acceptable behaviour.
- Developmentally appropriate use of 'rules' which are essential for the safety and wellbeing of the children.
- Speaking in an appropriate and respectful way to each child, thus modelling positive communication strategies.
- Tell children what they can do, as opposed to what they can't.
- Use choices when possible, e.g. *'Which would you like to do first?'*
- To encourage cooperative experiences and collaboration where children are involved in turn taking and their contribution is valued as part of a group.
- To promote routines that will help children to develop caring attitudes and respect for others, the environment and equipment e.g. snack/meal times, tidying up and helping each other.

Whilst it is important to respect the needs of the child, it is also necessary to take into account the effect the behaviour is having on other children in the area and the safety of the children in the room.

Procedures

Stepped Approach

Step 1

- We will ensure that EYFS guidance relating to 'behaviour management' is incorporated into relevant policy and procedures.
- We will be knowledgeable with, and apply the setting's procedures on Promoting Positive Behaviour.
- Ensure that all staff are supported to address issues relating to behaviour, including applying initial and focused intervention approaches (see below).

Step 2

- We will address unwanted behaviours using the agreed and consistently applied initial intervention approach. If the unwanted behaviour does not reoccur or cause concern, then normal monitoring will resume.
- 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 preschool 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 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 to implement the actions. The plan should be monitored and reviewed regularly by the key person and SENCO until improvement is noticed.

All incidents and intervention relating to unwanted and challenging behaviour by children should be clearly and appropriately logged.

Step 3

- 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 Child Protection and Safeguarding 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.

Initial Intervention Approach

- We use an initial problem-solving intervention for all situations in which a child or children are distressed or in conflict. All staff use this intervention consistently.
- This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.

Focused Intervention Approach

- The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents. Where we have considered all possible reasons, then a focused intervention approach should then be applied.
- This approach allows staff to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.
- We follow the ABC method which uses key observations to identify a) an event or activity 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.

Use of Rewards and Sanctions

- All children need consistent messages, clear boundaries, and guidance to intrinsically manage their behaviour through self-reflection and control.
- 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.

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 the 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, i.e., if a child has been seriously injured, or if there is reason to believe that a child's challenging behaviour is an indication that they themselves are being abused.
- The designated person will make a written record of the incident, which is kept in the child's file.
- 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. i.e., if a child has been seriously injured.
- 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 behaviour of a specific child.
- 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 be a reflection of the child's emotional wellbeing, 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 learned behaviours rather than premeditated behaviours, because children this 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

- The Goslings Preschool 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.

This Policy has been reviewed and agreed by The Goslings Management Team and Parental Committee.