

Safeguarding and Welfare Requirement: Managing behaviour

Providers are responsible for managing children's behaviour in an appropriate way.

Promoting positive behaviour at St Clements

Policy statement

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. A whole team approach is used to identify strategies and solutions that can help a child modify their behaviour.

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without consideration of the feelings of the person whom they have hurt. However, without intervention, support and monitoring these behaviours can develop and be precursors to bullying therefore should always be addressed. Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times. This policy and strategies (Appendix 1) will support and encourage appropriate and cooperative play.

EYFS themes and principles underpinning policy and practice strengthen Learning and Development

A Unique Child (UC)	Positive Relationships (PR)	Enabling Environments (EE)
Every child is a unique child who is constantly learning & can be resilient ,capable ,confidant & self assured	Children learn to be strong and independent through positive relationships.	Children learn & develop well in enabling environments, in which their experiences respond to their individual needs & there is a strong partnership between practitioners & parents & carers.

Procedures

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

- Implement the setting's behaviour procedures including the stepped approach;
- Use strategies that have been identified as successful in supporting children to manage their behaviour in appropriate ways. (Appendix 1)
- Have the appropriate skills to support children with behaviour issues and if required access additional professional input.
- Attend relevant training to help understand and guide appropriate models of behaviour;

Rough and tumble play and fantasy aggression

- We recognise that rough and tumble play can be normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive; as long as all parties are in agreement and play is within normal age/stage of development in a supported and monitored environment.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play may contain many violently dramatic scenarios e.g. blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour:

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.

- Therefore, we help this process by offering support, ensuring that the hurt child is comforted by an adult and calming the child who is angry. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car; I can see that made you sad."
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him, and he didn't like that, and it made him cry."
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now, and Adam isn't crying any more. Let's see if we can find another car" or we would suggest using a sand timer for sharing.
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear, consistent boundaries.
- We support social skills through modelling behaviour, through activities and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and meaningful relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt, either verbal or non-verbal.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - they do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the setting;
 - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
 - the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
 - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;

- The child has a specific need that affects how they behave.
- Where this does not work, we will refer to the Working Together Document (2018) and/or our SEND policy to support the child and family, making the appropriate referrals.

Challenging Bullying and Peer on peer abuse between children.

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 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 this young do not have 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, bullying and peer on peer abuse between adults

- 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.

We welcome parent's views, comments and observations. Please do not hesitate to discuss any queries or concerns with us. Furthermore, any particular themes or interests that your child may be exploring, please discuss with your child's key worker.

A Stepped approach to managing challenging behaviour



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 using strategies that will support children in managing their behaviour in a positive and cooperative way.
- We ensure that all staff are supported to address issues relating to behaviour including applying initial and focused intervention approaches (see below).
- We will regularly review our environment and practice to ensure it is effective in promoting positive behaviour.



Stepped approach Step 2

- We address unwanted behaviours using the agreed and consistently applied strategies for managing behaviour. 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 and team members who can offer information, support or strategies that will modify the child's behaviour. During the discussion we will use our 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 or appointed team member 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 we will suggest using a focused intervention approach to identify a trigger for the behaviour.

- If a trigger is identified, then we 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 a plan. All members of the staff team we will be informed of the agreed actions in the behaviour plan and help implement the actions. The plan should be monitored and reviewed regularly by the team until improvement is noticed.

Incidents and intervention relating to unwanted, challenging behaviour, or hurtful behaviour by children will be logged and shared with parents.



Stepped approach **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 identified team member will invite the parents to a meeting to discuss a change to the behaviour plan or an external referral along with next steps for supporting the child in the setting.
- It may be agreed that an Early Help Assessment (EHA) should begin in order to offer support, 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, we will follow the Safeguarding and Children and Child Protection Policy.
- It may be agreed at this time that Special Educational Needs (SEND) support may be beneficial, we will refer to Supporting children with SEND policy.
- Advice provided by external agencies should be incorporated into the child's behaviour plan or IEP and regular information sharing with parents and any other professionals involved.

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 once the child is calm to help children reflect, regain control of the situation and resolve the situation themselves.
- It may be considered appropriate to remove a child from a situation to a different activity. Removal from a potential situation that could escalate should not be confused with "time out". It is a distraction technique used to calm, distract and support the child whilst giving a clear message that the unwanted behaviour has now "finished"

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 us 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 (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.

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 in order to obtain a reward (or for fear of a sanction). If used, then the type of rewards and their functions must be carefully considered before applying.
- 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 once they are calm.

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 on an incident of concern form

which states clearly when and how parents were informed. This form will then be filed in the child's registration file.

- 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 behaviour and the parents of the child who has been the perpetrator should be informed.
- The designated safeguarding lead (DSL) will contact Multi Agency Safeguarding Hub (MASH) 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 DSL will sign 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 DSL may recommend a risk assessment related to the child's challenging behaviour to avoid any further instances.
- The DSL 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.

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 as an "incident of concern" on the corresponding form and forwarded to the setting

manager and signed by the DSL. This report will be filed in their child’s registration file and in our complaints log that also records discrimination concerns. 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.

- We display our expectations of behaviour in the foyer of the nursery

Further guidance

- Special Educational Needs and Disability Code of Practice (DfE 2014)
- Keeping children safe in education (DFE 2019)
- Safeguarding and child protection policy.
- Supporting children with Special Educational Needs and Disabilities

This policy was adopted by

St Clements leadership team

During

Autumn term 2019

Date to be reviewed

Autumn term 2020

Signed on behalf of the provider

Name of signatory

Elaine King and Rachael Hills

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

Directors/managers/DSL/SENDco

Appendix 1

St Clements Behaviour Management Strategies

At St Clements we support children with behavioural difficulties by using positive behaviour management methods. We also use strategies to help modify children's behaviour. These are some of the methods we employ.

Adults as models: Adults will model behaviour for children both verbal and non-verbal (eg treating others with respect and kindness) and will demonstrate to children what is expected of them.

Praise positive behaviour: In order to achieve expected behaviours we praise children who display appropriate behaviour rather than reprimand children for unwanted behaviour (eg encourage children to sit quietly and listen to a story by praising those near them who are already sitting quietly).

Giving Positive attention: Children who appear to seek a lot of attention genuinely need a great deal of positive attention. Attention will be given to children when they are behaving appropriately, and praise will be targeted specifically. Eg good sitting, good listening etc.

Making it fun to behave appropriately: By using a praise and reward system for appropriate behaviour, we hope to show children that they can have more fun and attract welcome adult attention by behaving appropriately.

Distract rather than confront: if a child is doing something that is inappropriate to offer appropriate alternatives and support them to take part in this activity. Verbal instructions will be kept simple in case they have difficulty understanding language. In certain cases, visual clues will be given to help understanding.

Giving clear directions: Language should be kept simple and instructions clear. Eg No kicking, no throwing. Instructions will be repeated to make the rule simple and clear visual clues will be given if appropriate.

Get full attention before giving directions: We will ensure that each child has understood that the instructions include them. This may be achieved by getting down to the child's level and ensure eye contact before giving simple instructions.

Be one step ahead: Difficult behaviours often occur when children are between activities or waiting for something to happen. We will endeavour to ensure that every child knows what they should be doing and what will be happening next. We will also try to keep waiting time to a minimum, so children are not spending too much time unoccupied.

Giving a warning of changes of activities: Young children get engrossed in activities or waiting for something to happen. Every child needs to know what they should be doing and what will be happening next.

Avoid likely situation: If a child is unable to sit still for long periods (eg story time) they would be able to sit out and read a book on a one to one basis until they are able to join group story sessions. This way they will learn to enjoy stories rather than associating them with a frustrating time when they are expected to sit still for too long.

Make sure that the activity suits the child's level: we will make every effort to ensure that activities are set so that every child is able to achieve (this may mean adult help and support). This should help children who may distract others or avoid activities in order to cover the fact they do not know what is expected of them.

Relate to a child's particular needs: Children who are experiencing difficulties with speech and language, or social difficulties may find "free play" difficult because they do not know what is expected. We will try to offer extra adult support at these times to enable them to make the most of their time in Preschool. Children who find sitting for long periods challenging will be supported to sit for short periods and then offered alternative activities to "let off steam".

Choosing simple rules: We try to use only three or four simple rules in preschool, which we encourage children to help choose. These will relate to not hurting others, being kind and listening. We also insist that, for health and safety reasons, children walk and do not run in the playroom.

Absolute Consistency: All members of staff will treat all instances of challenging behaviour in the same way so that children learn that they will not get what they want from one staff member by throwing a tantrum etc. Whereas another member of staff will not give in to them. Challenging behaviour will be dealt with quietly and calmly, aside from the rest of the group and without humiliating or drawing undue attention to the child.

Ignore attention seeking behaviour where it is safe to do so: As far as possible, attention seeking behaviour will be ignored. Children who may be a danger to others whilst displaying attention seeking behaviour will be withdrawn to a safe area with the least possible adult attention. When any tantrum has subsided, the child will be helped to say 'sorry'. This may mean that the adult says 'sorry' for them. It may not be appropriate for the child to say sorry for themselves and adults will not get into no-win situations where the child refuses to do so. The child will also be encouraged to restore any damage caused by their behaviour.

Traffic light warning system: Giving children opportunity to modify and change their behaviour can play an important part in learning to make good decisions. The traffic light system can be used verbally or with visual cues.

1st warning: The child will be asked to stop what they are doing and be given an alternative suggestion in expected behaviour, if the behaviour continues we move to

2nd warning: The child will be reminded of how they should be playing/behaving and will be given a consequence if the appropriate behaviour should continue. If the child still continues, we move to

Consequence the child will be spoken to about their actions and the consequence will be put in place, this could be the removal from an activity for example. Children are always given the opportunity to return to the activity and reminded of the expected behaviour.