

Safeguarding and Welfare Requirement: Managing behaviour

Providers must have and implement a behaviour management policy and procedures.

Parc Eglos Nursery: Promoting positive behaviour

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, co regulate and manage their actions.

Procedures

The named persons who have overall responsibility for behaviour management, are:
Nursery Teacher (supported by the SENCO)

Who will:

- attend relevant training to help their understanding and implementation of the role;
- help implement the setting's behaviour procedures including the stepped approach;
- work in partnership with management to review behaviour management
- have the necessary skills to advise other staff on how to address behaviour issues and to access expert advice, if necessary

Stepped approach

Step 1

Our named behaviour co-ordinator will:

- ensure that EYFS guidance relating to 'behaviour management' is incorporated into relevant policy and procedures;

- be knowledgeable with, and apply the setting's procedures on Promoting Positive Behaviour;
- undertake an annual audit of the provision to ensure the environment and practices supports healthy social and emotional development. Findings from the audit are considered by management and relevant adjustments applied.
- ensure that all staff are supported to address issues relating to behaviour including applying initial and focused intervention approaches (see below).

Step 2

- We 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 teacher. 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 and behaviour coordinator 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 behaviour coordinator will suggest using a focused intervention approach to identify a trigger for the behaviour.
- If a trigger is identified then the behaviour coordinator/SENCO and key person will meet with the parents to plan support for the child through an Individual Education Plan (IEP 10.9a) at Early Years Action of the Special Educational Needs Code of Practice (SENCOP). 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 IEP and help implement the actions. The plan should be monitored and reviewed regularly by the behaviour coordinator and SENCO until improvement is noticed.

Step 3

- If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to give 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. At this point, the child will be placed on Early Years Action plus (EYA+).
- It may also be agreed that the Common Assessment Framework (CAF) or Early Help process should begin 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, follow the Safeguarding and Children and Child Protection Policy (1.2).
- Advice provided by external agencies at EYA+ should be incorporated into the child's IEP 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.
- High Scope's Conflict Resolution process, provides a model that we can consistently use:

Conflict resolution steps

- Approach calmly, stopping any hurtful actions. Place yourself between the children, on their level; use a calm voice and gentle touch; remain neutral rather than take sides.
- Acknowledge children's feelings. Say something simple such as "You look really upset;" let children know you need to hold any object in question.
- Gather information. Ask "What's the problem?" Do not ask "why" questions as young children focus on that what the problem is rather than understanding the reasons behind it.
- Restate the problem: "So the problem is..." Use and extend the children's vocabulary, substituting neutral words for hurtful or judgmental ones if needed.
- Ask for solutions and choose one together. Ask "What can we do to solve this problem?" Encourage children to think of a solution but offer options if the children are unable to at first.
- Be prepared to give follow-up support. Acknowledge children's accomplishments, e.g., "You solved the problem!" Stay nearby in case anyone is not happy with the solution and the process needs repeating.
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- Periodically the effectiveness of the approach will be checked.

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 **the class teacher, the key person and SENCo** 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.
- We are mindful that behaviours might be the result of attachment issues and believe that every practitioner's role should be to protect, nurture and provide challenge for children in order to support their learning and development effectively.

Use of rewards and sanctions

- All children need adults to model, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control. Where children find this difficult we believe that it is the role of the practitioner to use the Five to Thrive model: respond, cuddle, relax, play and talk to support the child in supporting the co regulation their behaviour.
- 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. 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 using 'thinking time'.

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 form, ensuring that this states clearly when and how parents were informed.
- Corporal (physical) punishment of any kind should never be used or threatened which could adversely affect a child's well-being. Where staff become aware that another person has given corporal punishment to a child in our care then they will follow the relevant safeguarding and recording in procedure in the Safeguarding and Child Protection Policy

Biting

- Many children go through a stage of biting other children and staff. We know this is an emotive subject and when this occurs, particularly if a child bites regularly, the following procedure will be followed:

- The victim will be comforted by their key person and any required medical treatment given.
- The perpetrator will be told, in a manner appropriate to the child's age that the behaviour was unacceptable. The child will not be shouted at and only one member of staff, preferably the child's key person will deal with this.
- We will use the 'Five to Thrive' approach to support the child in regulating their behaviour.
- Staff will use their written observations and knowledge of the child to try to pinpoint trigger points and reasons being mindful of the potential sensory aspect of the biting.
- The incident will be reported in the incident file.
- Parents of both children will be informed.

Further guidance

- Special Educational Needs Code of Practice (DfES 2001)

This policy was adopted by

Parc Eglos Nursery

On

13th December 2013

Date to be reviewed

September 2022

Signed on behalf of the provider

Parc Eglos Nursery

Name of signatory

Mr Stewart Paterson

Role of signatory

Chair of Governors