



Promoting Positive Behaviour Policy

Windmill Under 5s, Lacey Green and Loosely Row Sports Club, Main Road,
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Registered charity no: 1026976

Version Control

Version	Date	Author	Comments
1.1	22.02.2018	RM / LC	<ul style="list-style-type: none"> • Clarified where incident records stored • Added Legal Framework and reference to Code of Practice
1.2	05.07.2018	RM / LC	<ul style="list-style-type: none"> • Reviewed policy in line with annual review schedule
1.3	04.07.2019	LC/NK	<ul style="list-style-type: none"> • Added reference to Windmills' Safeguarding policy
1.4	17.05.2020	TW / AC	<ul style="list-style-type: none"> • Substantial modifications made to bring the policy in line with the Early Years Alliance policy template and to reflect a stepped approach to intervention

Reviews and Approvals

Policy adopted :	29 September 2010 by Windmill Under 5s Management Committee	
It was last updated:	17 May 2020	
It will be reviewed:	Summer Term (July) 2021	
Signed & dated:	Natasha Kann	Natasha Kann – Chairperson on behalf of the Management Committee

Managing Behaviour

21. Promoting Positive Behaviour

Policy statement

Windmills believes 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 staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions. We appoint a member of staff as Behaviour Co-ordinator to oversee and advise on the team's responses to challenging behaviour.

Procedures

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

- Have a named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. Behaviour management at Windmills is the responsibility of all staff, however, the named **Behaviour Co-ordinator is: Angela Calam**
- Our Behaviour Co-ordinator is required to:
 - Attend relevant training to help understand and guide appropriate models of behaviour.
 - Ensure staff are kept up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
 - Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development
 - Implement the procedures for promoting positive behaviour.

- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of Windmills.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents/carers and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with Windmills Promoting Positive Behaviour Policy and its guidelines for behaviour.
- We expect all members of Windmills - children, parents/carers, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- Any behaviour problems will be handled in a developmentally appropriate and supportive way, respecting individual children's level of understanding, development and maturity.
- We work in partnership with children's parents/carers. Parents/carers are regularly informed about their children's behaviour by their Key Person. We work with parents/carers to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging at Windmills, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.

- In cases of serious misbehaviour, such as inappropriate racial language, or actions, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- Where a child is intentionally injured by another child in the setting, such as biting, this will always be recorded in the incident book and both parents/carers involved will be asked to sign an incident form.

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
- We will 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 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 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 Safeguarding policy. It may also be agreed that the child should be referred for an Education, health and Care assessment (See Supporting Children with SEN policy).

Initial intervention approach

- We use an initial problem solving intervention for all situations in which a child or children are distressed 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 be applied.

- This approach allows us to observe, reflect and identify causes and function 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 reach 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.

Children under three years

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.
- We focus on ensuring a child's attachment figure at Windmills, their Key Person, is building a strong relationship to provide security to the child.

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, what happened, what action was taken and by whom, and the names of witnesses. Parents/carers will be asked to sign the incident form at the end of the session and this will be stored in the Incident Log and confidentially in the child's record on the premises.
- Corporal (physical) punishment of any kind should never be used or threatened which could adversely affect a child's wellbeing.

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 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, in line with the *Safeguarding children young people and vulnerable adults* policy.
- 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 for dealing with concerns and complaints should be followed.
- Parents should also be asked to sign risk assessments where the risk assessment related 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 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 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.

Please also refer to our Supporting Children with Special Educational Needs or Disabilities Policy, Safeguarding Children & Child Protection Policy and Valuing Diversity, Promoting Inclusion and Equality Policy for more information.

Legal framework

Special Educational Needs & Disability Code of Practice (Dfe & DoH 2014 revised 2015)