

## 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, regulate and manage their actions.

Some incidents may require a strategic approach especially if the behaviour causes harm or distress to the child or others. These situations are managed by the Manager and the behaviour co-ordinator (see below) working closely with the child's key person. A stepped approach will be used which aims to resolve the issue and/or avoid the behaviour escalating and causing further harm.

We appoint a member of staff as behaviour coordinator to oversee and advise on the team's responses to challenging behaviour. The behaviour coordinator will work closely with the manager and the SENDCo and may delegate some of their responsibilities (as outlined in this policy) to either of these individuals as appropriate. Our behaviour coordinator is Emma Guy.

### Procedures

The Manager/behaviour coordinator will:

- Ensure that all staff attend training on behaviour management.
- Help staff to promote positive behaviour in their everyday practice.
- Advise staff on how to address behaviour issues and how to access expert advice if needed.

## **Initial intervention**

Where children are distressed or in conflict, we use an initial problem-solving intervention. This involves a member of staff 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. All staff use this approach consistently.

## **Focused intervention**

The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents. A focused intervention allows the key person and behaviour coordinator 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.

## **The Stepped Approach**

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

### **Step 1**

- Unwanted behaviours are addressed using an agreed and consistently applied approach to de-escalate situations (the initial intervention).
- Behaviours that result in concern for the child and/or others must be discussed by the key person, behaviour co-ordinator and manager. The SENCo must also be notified if appropriate. The key person must use their all-round knowledge of the child and family to share any known influencing factors such as a new baby in the family, child and/or parental illness, underlying additional needs to help place the child's behaviour into context.
- Appropriate adjustments to practice must be agreed within the setting. If relevant, a risk assessment should be carried out.
- If the adjustments are successful and the unwanted behaviour does not reoccur or cause concern then normal monitoring can resume.

## **Step 2**

- If the behaviour remains a concern, then the key person and the behaviour co-ordinator 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 (see above) to identify a trigger for the behaviour such as the ABC approach.
- If a trigger is identified, then the behaviour co-ordinator 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 the behaviour co-ordinator until improvement is noticed.

## **Step 3**

- If, despite applying the initial intervention and focused intervention approaches, the child's behaviour continues to occur and/or is of significant concern, then the behaviour coordinator and key person will invite the parents to a meeting to discuss external referral and next steps for supporting the child.
- It may be agreed that the setting request support from the Early Help team and/or other specialist services such as the Area SENCo. It may also be agreed that the child should be referred for an Education, Health and Care assessment.
- 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, safeguarding procedures must be followed immediately.
- 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 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.

### **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.

Physical intervention should only be applied in exceptional circumstances. The EYFS states that physical intervention from a staff member towards a child may be used for the purposes of "averting immediate danger or personal injury to any person (including the child) or to manage a child's behaviour "if it is absolutely necessary". "Reasonable force" may be used to protect a child from injuring themselves or others.

Any use of physical intervention must be recorded immediately and reported to the designated safeguarding lead as soon as possible. Parents must be informed and the record must state when and how this happened. Parents are asked to sign a copy of the form which is then kept on the child's file. An individual risk assessment should be completed after any physical intervention with a child which considers the risks and likelihood of such behaviour re-occurring and how this will be managed. The risk assessment should be agreed and signed by parents.

Corporal (physical) punishment of any kind will 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 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.
- make a written record of the incident, which is kept in the child's file.
- complete a risk assessment related to the child's challenging behaviour to avoid any further instances. Parents should be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.
- 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.

### **Challenging unwanted behaviour from adults in the setting**

Woodland Corner will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitudes or action towards any individual or group.

Any such behaviour made in the setting by any adult (or allegations of the same) 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 was adopted at a meeting of	Woodland Corner
Held on (date) 25 <sup>th</sup> June 2025	
Signed on behalf of the Management Committee	Jess Brown
Role of signatory (e.g. chairperson etc.)	Chairperson
Review date	June 2026