Promoting Positive Behaviour

Policy statement

Binfield Preschool 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. We recognise the importance of positive and effective behaviour management strategies in promoting children’s welfare, learning and enjoyment.

We are aware that as children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, needs, and rights of others and the impact that their behaviour has on other 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. When these occur, staff can help identify and address triggers for the behaviour and help children reflect, regulate, and manage their actions. The manager acts as behaviour coordinator within the setting to oversee and advise on the staff’s responses to challenging behaviour.

Procedures

The aims of our Behaviour Management Policy are to help children to:

- Develop a sense of caring and respect for one another
- Build caring and co-operative relationships with other children and adults
- Develop a range of social skills and help them learn what constitutes acceptable behaviour
- Develop confidence, self-discipline, and self-esteem in an atmosphere of mutual respect and encouragement

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.

In order to manage children’s behaviour in an appropriate way, the staff:

- Attend relevant training to help understand and guide appropriate models of behaviour
- Have the necessary skills to support each other to deal with behaviour issues and to access expert advice, if necessary
- Complete the ‘Promoting Positive Behaviour’ programme supplied by Educare
Preschool staff manage behaviour according to clear, consistent and positive strategies. Parents/carers are encouraged to contribute to these strategies, raising any concerns or suggestions. Behaviour management in Preschool is structured around the following principles:

- Children are made aware of the Pre-school ‘ground rules’ governing all behaviour in the Preschool as soon as they attend the setting and these rules are reinforced by staff whenever possible
- Defined ‘ground rules’ apply equally to all children and staff
- Positive behaviour is reinforced with praise and encouragement
- Negative behaviour is challenged in a calm but assertive manner. In the first instance, staff will try to re-direct children’s energies by offering them alternative and positive options. Staff are open in stating and explaining non-negotiable issues
- When dealing with negative behaviour, staff will always communicate in a clear, calm, and positive manner
- Staff will make every effort to set a positive example to children by behaving in a friendly and tolerant manner themselves, promoting an atmosphere where children and adults respect and value one another
- Staff will avoid shouting at work
- Staff facilitate regular and open discussions with children about their behaviour to help them to understand the negative aspects of their behaviour and enable them to have their say and be helped to think through the causes and effects of their actions
- Staff work as a team by discussing incidents and resolving to act collectively and consistently
- Staff try to discuss concerns with parents/carers at the earliest possible opportunity in an attempt to help identify the causes of negative behaviour and share strategies for dealing with it
- Children who experience bullying, racism or other unacceptable behaviour are given the confidence to speak out
- Staff encourage and facilitate mediation between children to try to resolve conflicts by discussion and negotiation
- Activities are varied so that children are not easily bored, which we know can lead to negative behaviour

Dealing with Negative Behaviour

We require all staff to use positive strategies for handling any negative behaviour, by helping children to find solutions in ways which are appropriate for the children’s ages and stages of development.

When confronted with negative behaviour, staff are clear to distinguish between ‘disengaged’, ‘disruptive’ and ‘unacceptable’ behaviour.

- ‘Disengaged’ behaviour may indicate that a child is bored, unsettled, or unhappy. With sensitive interventions, staff will often be able to re-engage a child in purposeful activity
- ‘Disruptive’ behaviour describes a child whose behaviour prevents other children from enjoying themselves. Staff will collectively discuss incidents and agree on the best way to deal with them
- ‘Unacceptable’ behaviour refers to non-negotiable actions and may include discriminatory remarks, violence, bullying or destruction of equipment. Staff are clear that consequences will follow from such behaviour, including in the first instance, temporarily removing a child from the activity
When an incidence of negative behaviour occurs, staff listen to the child(ren) concerned and hear the reasons for their actions. Staff then explain to the child(ren) what was negative about their behaviour and that such actions have consequences for both themselves and for other people. Staff make every attempt to ensure that children understand what is being said to them. Children are always given the opportunity to make amends for their behaviour and, unless it is judged inappropriate, are able to re-join an activity.

We avoid creating situations in which children receive adult attention only as a result of negative behaviour. In the event that unacceptable behaviour persists, more serious actions may have to be taken, in accordance with the Suspensions and Exclusions policy. At all times, the potential consequences of their actions are explained to the children.

Use of physical intervention
The term ‘physical intervention’ is used to describe any forceful physical contact by an adult to a child. Examples of this are: grabbing, pulling, dragging, or any form of restraint of a child, such as holding down. Staff should not use physical intervention, or the threat of physical intervention, to manage a child's behaviour, unless it is considered the last resort and deemed necessary to use ‘reasonable force in order to prevent children from injuring themselves or others, or damaging property’ (EYFS).

Before reaching this stage, staff will have used all possible non-physical actions, such as dialogue and diversion, to deal with the behaviour. If appropriate, the child(ren) concerned are warned verbally that physical intervention will be used if they do not stop. Where a child is upset or angry, staff speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child’s attention.

If ‘reasonable force’ is used for any of the reasons listed above, parents are informed on the same day that it occurs, and the intervention is recorded as soon as possible in Preschool’s incident book.

Only the minimum force necessary to prevent injury or damage is applied, for example, by diverting a child(ren) by leading them away by a hand or by an arm around their shoulders. Staff use physical intervention as an act of care and control and never punishment. The force of the physical intervention is always appropriate to the age, size, and strength of the child(ren) involved.

If staff are not confident about their ability to control a particular situation or type of behaviour, they seek guidance and support from the manager and, in extreme cases, call the parents.

If a staff member commits any act of violence or abuse towards a child at Preschool that is not deemed appropriate, disciplinary action will be taken, according to the provisions of the disciplinary procedures within the Staffing Policy. We will also have regard to our Safeguarding Children Policy.
Challenging Behaviour/Aggression by children towards other children

Any aggressive behaviour by a child towards another child 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 a child, the parents of both parties will be informed and Ofsted notified, if deemed appropriate.

In extreme cases, the designated person will contact children’s social services if appropriate and will consider notifying the police. The manager, acting as the Behaviour Management Coordinator, will make a written record of the incident, in line with the Safeguarding children, young people and vulnerable adult’s policy. A risk assessment will also be made related to the child’s challenging behaviour to avoid any further instances.

Challenging unwanted behaviour from adults in the setting

Binfield Preschool does not tolerate any behaviour from an adult, which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group. This includes negativity towards specific groups of people and individuals who are British Citizens residing in the UK and groups and individuals living outside the UK (xenophobia). Allegations of discriminatory remarks or behaviour, including xenophobia, made in the setting by any adult is taken seriously. The perpetrator is immediately asked to stop the behaviour and failure to do so will 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 and is reported to the manager. The parent is advised that the behaviour is considered inappropriate and they are asked to be respectful 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 again; the third stage may be considering withdrawing the child’s place.

Further guidance

- Special Educational Needs and Disability Code of Practice (DfE 2014)

<table>
<thead>
<tr>
<th>This policy was adopted by</th>
<th>Binfield Preschool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Created on</td>
<td>09/08/2019</td>
</tr>
<tr>
<td>Last reviewed on</td>
<td>19/05/2020</td>
</tr>
<tr>
<td>Next review date</td>
<td>19/05/2021</td>
</tr>
<tr>
<td>Version number</td>
<td>4</td>
</tr>
<tr>
<td>Signed on behalf of the provider</td>
<td></td>
</tr>
<tr>
<td>Name of signatory</td>
<td>Adrian Hone</td>
</tr>
<tr>
<td>Role of signatory (e.g. chair, director or owner)</td>
<td>Chair</td>
</tr>
</tbody>
</table>
Other useful Early Years Alliance publications

- Behaviour Matters (2016)
- CIF Summary Record (2016)