



Positive Behaviour Policy and Procedure 2024-2025

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.

All staff keep up-to-date with legislation and research and thinking on handling of children's behaviour. We ensure that all staff are supported to address issues relating to behaviour including implementing the setting's behaviour procedures and accessing positive behaviour training.

Positive Behaviour Strategies

- All adults will be positive role models for the children with regard to friendliness, care and courtesy and will praise and endorse desirable behaviour such as kindness and willingness to share.
- We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- We will always warn the children in advance of expected behaviour, such as using a bell/musical instruments to warn them about upcoming tidy up time or circle time. Older children may use wiggly fingers or 'hands in air look at me' approach.
- We use phrases such as 'kind hands', 'walking feet' and 'I can see you are sad' to support our class rules and provide strong boundaries and try, label and for children to understand their emotions.
- We provide opportunities for mindfulness and reflection. We use breathing exercises to calm situations and weekly discussions at circle time demonstrate coping strategies and methods.
- We keep a working noise level in the classroom to prevent shouting and raised voices, leading to a calm, high engaged area for learning.
- We provide opportunities to negotiate and learn the skills of problem solving, such as only providing two spades at the sand tray, and we can work together to plan so all children can access the activity.
- We provide opportunities for children to be independent in their learning and build teamwork, such as using sand timers to give children equal opportunities at activities or in the garden on a bike.
- We have high expectations of children's behaviour and encourage them to become part of our positive behaviour policy. They help us create 'class rules' and understand the consequences of their actions.
- All children are supported to maintain these high levels of behaviour including those with additional or special educational needs. Routines may be supported by visual aids, coloured cloths and transition aids such as a tambourine or sand timer.
- Children's levels of involvement are observed, and using our three I's (Intent, Implementation and Impact) approach we are to do a plan, do, review observation process, and children working at high levels of engagement are likely to be demonstrating positive behaviour.
- We will promote the Fundamental British Values in the Early Years and have opportunities to promote Cultural Capital, enabling them to make effective choices for themselves and for others.

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.

Following recent training, we have adopted the focused intervention approach. This approach allows the key person and staff 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.

When children behave in unacceptable ways:

- Adults will not shout or raise their voices in a threatening way and physical punishment, such as smacking or shaking, will be neither used nor threatened.
- Children who demonstrate unacceptable behaviour will be supported by an adult to recognise the problem and work towards a solution or improved behaviour pattern. Techniques intended to single out and humiliate individual children such as the 'naughty chair' will not be



used. Children will never be sent into a room to be by themselves, we will use a 'time in' method and help to take the child away from the situation and to reflect on their actions and behaviour this will always supported by a member of staff children will be encouraged to speak about their feelings/ actions and how they made the other child may feel.

- Children that have hurt another child will be encouraged to say sorry (if the child is unable to say sorry the child may give hug, if the other party is happy to accept one) and explain how both of the children have felt to become angry.
- Children that throw toys or tear books will work with the staff member to pick up the toys or repair the book. Staff are very aware of schemas children may be following and provide opportunities to turn unwanted actions into developmental opportunities.
- Physical intervention will only be used to manage behaviour if it is necessary to prevent personal injury to a child or an adult, or in what would reasonably be regarded as exceptional circumstances. In this instance two members of staff will take the child to an area where they can have some space and not cause harm to themselves or any other child. Any occasion where physical intervention has been used will be recorded and discussed with the parent's concerned on the same day.
- If a child harms or kills an animal such as a snail, bee slug- the parent will be informed of this unacceptable behaviour and a circle time will be held about who/why we look after living animals.
- If a child uses unacceptable language- parents will be informed in the first/second instance of foul language used we will be ignored and distraction tactics will be put into place, the third time it is used staff will sternly tell the child the 'no thank you we don't say that.'
- An Incident Record will be shared with Parents to share our A (Activator), B (Behaviour), C (Consequence) methods of behaviour management:

Bullying

Bullying involves the persistent physical or verbal abuse of another child or children. We take bullying very seriously. If a child bullies another child or children:

- We intervene to stop the child harming the other child or children;
- We explain to the child doing the bullying why her/his behaviour is inappropriate;
- We give reassurance to the child or children who have been bullied
- We discourage unkind phrases and actions immediately
- We help the child who has done the bullying to say sorry for her/his actions;
- We make sure that children who bully receive praise when they display acceptable behaviour.
- When children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour; and when children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Recurring Problems and Possible Referrals

If the behaviour continues to reoccur and remain a concern, then the key person/Manager will 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 SENCO 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 a targeted plan. If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parents and incorporated into the plan. The plan will be monitored and reviewed every six weeks by the key person and SENCO until the plan is stepped down as behaviour has improved, or perhaps escalated into a referral for additional support to Speech and Language/ CAMHS.

It may be agreed that a referral 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 and Children and Child Protection Policy. It may also be agreed that the child should be referred for an Education, Health and Care assessment.

Advice provided by external agencies should be incorporated into the child's targeted plan and regular multi-disciplinary meetings held to review the child's progress.