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## Promoting Positive Behaviour

EYFS: 3.2, 3.52, 3.53

As an association we believe that children flourish best when they know how they and others are expected to behave. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. Throughout all our settings we actively promote British values and encourage and praise positive, caring, and polite behaviour at all times and provide an environment where children learn to respect themselves, other people and their surroundings.

As an association we are working towards becoming a psychologically informed environment and we therefore ask all staff to interpret any perceived negative behaviours as an opportunity for learning and as a child learning to defend, protect themselves and others to better understand the environment around them. This will mean no child should be labelled as 'negative' or 'bad'. All staff are expected to consider a child's behaviour from the perspective of the child.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within all our childcare settings we aim to set these boundaries in a way which helps each child to develop a sense of the significance of their own behaviour, both in their own environment and that of others around them. Restrictions on each child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

We aim to:

- Recognise the individuality of all our children and that some behaviours are normal in young children e.g., biting
- Encourage self-discipline, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all our staff act as positive role models for children
- Encourage parents and other visitors to be positive role models and challenge any poor behaviour shown
- Work in partnership with parents by communicating openly
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encourage all our staff to accept their responsibility for implementing the goals in this policy and to be consistent
- Promote non-violence and encourage children to deal with conflict peacefully
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate

- Supporting and developing self-regulation and empathy as appropriate to stage of development
- Have a named person who has overall responsibility for behaviour management.

**Each setting will have a named person for managing behaviour. This will generally be the setting manager or leader with overall responsibility for the setting.**

**Their role will be:**

- To advise and support other staff on behaviour issues
- To keep up to date with legislation and research relating to behaviour along with the Room Leaders and Setting Managers
- To support changes to policies and procedures in our settings
- To access relevant sources of expertise where required and act as a central information source for all involved
- To attend regular external training events and to ensure all staff attends relevant in-house or external training for behaviour management and to ensure a record is kept of staff attendance at training.
- To liaise with the family support team to ensure children and families with SEND or Safeguarding concerns to ensure they receive individualised and targeted support plans

**Each setting will also have access to the family support team and their role will be:**

- To work with all settings and their SENCOs and Behaviour management leads to provide tools and resources to create high quality individualised support plans
- To provide one to one support to consistently manage behaviour between settings and home
- To provide workshops to provide creative ways of learning together as a family
- Provide individualised support to families around safeguarding and deprivation that may be central to a child's misplaced behaviour

Our childcare settings have golden rules that are concerned with safety, care and respect for each other. We keep the rules to a minimum and ensure that these are age and stage appropriate. We regularly involve children in the process of setting rules to encourage cooperation and participation and ensure children gain an understanding of the expectations of behaviour relevant to them as a unique child.

Children who behave inappropriately, for example, by physically abusing another child or adult e.g., biting, or through verbal bullying, are helped to talk through their actions and apologise where appropriate. We make sure that the child who has been upset is comforted and the adult will confirm that the other child's behaviour is not acceptable. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child.

### **When children behave in unacceptable ways:**

- We never use or threaten to use physical punishment/corporal punishment such as smacking or shaking
- We only use physical intervention for the purpose of averting immediate danger or personal injury to any person (including the child) or to manage a child's behaviour if necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable
- We recognise that for some children there may be specific development needs that mean regular and ongoing restraint may be necessary to keep themselves and others safe from harm. Any restraint used will be carried out by staff who has received specialist restraint training and staff will use techniques and guidance recommended by the approved training provider. Specialist restraint arrangements will be agreed with parents and recorded. We will complete an incident form on inform following any use of restraint and notify the parents the same day
- We do not single out children or humiliate them in any way. Where children use unacceptable behaviour, they will, wherever possible, be re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity
- Staff will not raise their voices (other than to keep children safe)
- In any case of misbehaviour, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
- We decide how to handle a particular type of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done. All of our staff will support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate
- We help staff to reflect on their own responses towards challenging behaviours to ensure that their reactions are appropriate
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with inappropriate behaviour in all of our childcare settings at the time it happens. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties, we can work together to ensure consistency between their home and their setting. In some cases we may request additional advice and support from other professionals, such as an educational psychologist
- We support children in developing non-aggressive strategies to enable them to express their feelings
- We keep confidential records on any inappropriate behaviour that has taken place. We will inform parents and ask them to read and sign any incidents concerning their child
- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs

- Through our partnerships with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour modification plan where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The manager of the setting will complete risk assessments identifying any potential triggers or warning signs always ensuring other children's and staff's safety. In these instances, we may remove a child from an area until they have calmed down.
- We train staff to look at all behaviours through the eyes (motivation) of the child focusing on this rather than the behaviour for example, if a child is screaming because they are hungry you would feed the child and not deal with the behaviour as know the child is hungry.

**For staff to manage children's behaviour consistently and in an appropriate way we ensure the following stepped approach is adhered to:**

### ***Our Stepped Approach***

#### **Step 1**

- We will ensure that EYFS guidance relating to 'behaviour management' is incorporated into all relevant policy and procedures.
- We will be knowledgeable with and apply our procedures on Promoting Positive Behaviour.
- We ensure that all staff are supported to address issues relating to behaviour including applying initial and focused intervention approaches (see below).

#### **Step 2**

- Refer to internal family support team.
- 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) and setting 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.) 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 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 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 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.

### **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 and Children and Child Protection Policy (1a). It may also be agreed that the child should be referred for an Education, Health and Care assessment. (See Supporting Children with SEN policy 2c)
- 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.

### ***Initial Intervention Approach***

- To use an initial problem-solving intervention for all situations in which a child or children are distressed or in conflict. All staff uses 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 this type of approach but equally any other similar method would be suitable. 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.
- If all possible reasons considered, then a focused intervention approach should then be applied.
- This approach 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.
- To 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

- 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 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 at any point staff choose to use this type of reward method it 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.
- 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, 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.
- Corporal (physical) punishment of any kind should never be used or threatened which could adversely affect a child's well-being.

### ***Anti-bullying***

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We at YMCA Thames Gateway acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years.

We recognise that children need their own time and space and that it is not always appropriate to expect a child to share. We believe it is important to acknowledge each child's feelings and to help them understand how others might be feeling.

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

At all of our settings, our staff follow the procedures below to enable them to deal with challenging behaviour:

- Staff are encouraged to ensure that all children feel safe, happy and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child’s development and that it should be channelled in a positive way
- Children are helped to understand that using aggression to get things, is inappropriate and they will be encouraged to resolve problems in other ways
- Our staff will intervene when they think a child is being bullied, however mild or harmless it may seem
- Staff will initiate games and activities with children when they feel play has become aggressive, both indoors or out
- Staff will sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour
- We will ensure that this policy is available for staff and parents and it will be actively publicised at least once a year to parents and staff.
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through co-operation that we can ensure our children feel confident and secure in their environment, both at home and in their childcare setting.
- All concerns will be treated in the strictest confidence.

This policy was adopted by	YMCA Thames Gateway Group
On	<i>04/11/2022</i>
Signed on behalf of the provider	
Name of signatory	Amanda Allen
Role of signatory (e.g. chair, director or owner)	Head of Family and Children’s Services

Policy review date	03/11/2023 – on or before
Name of reviewer	
Signature of reviewer	
Role of reviewer	

