



## Lechlade Little Learners – Promoting Positive Behaviour Policy

### Policy statement

Our setting 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 key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions.

### Procedures

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

- attend relevant training to help understand and guide appropriate models of behaviour;
- work as a team together in the preschool to overcome behaviour difficulties involving the parents whenever possible. We will strive to establish any causes or triggers of poor behaviour.
- implement the setting's behaviour procedures including the stepped approach;
- have the necessary skills to access expert advice, if necessary.

### *Stepped approach*

#### **Step 1**

- Lechlade Little Learners will ensure that EYFS guidance relating to 'behaviour management' is incorporated into relevant policy and procedures;
- All staff will be knowledgeable with, and apply the setting's procedures on Promoting Positive Behaviour;
- Ensure that all staff are supported to address issues relating to behaviour including applying initial and focused intervention approaches (see below).

#### **Step 2**

Lechlade Little Learners 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, 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 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 SENCO and/or Manger 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 My Assessment/My Plan 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, then we will follow our Safeguarding 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 action plan and regular multi-disciplinary meetings held to review the child's progress.

#### *Initial intervention approach*

- 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.

#### *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 then be applied.
- This approach allows the key person 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.

#### *Use of rewards and sanctions*

- All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.
- 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.
- Our staff give positive praise and sticker rewards at appropriate times to acknowledge and encourage consistent good behaviour.

#### *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 will 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, we will inform parents 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.

#### **Review**

At its inception the policy was reviewed by all committee members and all employees.

It will be reviewed annually as per the policy review schedule, added to , or modified from time to time and may be supplemented in appropriate cases by further statements and procedures relating to the work of the particular group of workers.

A copy of the final policy statement will be issued to all employees, parents and committee members and will be made available within the setting.

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**Reviewed by the Committee Chair on**

**Signed: (Committee Chair)**

Signed: (Setting Manager)

Version History

<b>Version Number</b>	<b>Date</b>	<b>Changes</b>	<b>Published to</b>
1.3	20.03.18	Policy reviewed – change of reference from CAF to My Assessment/My Plan	Committee Members All existing & new staff Displayed in policy folder