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| Pavilion Pirates PreschoolBaden-Powell Lodge, Pavilion Road,Off Woodhouse Lane,Botley,SO30 2EZContact During Session:07769177701 | ***Registered Charity:1185950*** **2001-2021****20 Years*****Registered with Ofsted******Supported By******small for partnership publications*** |

**7.1 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. We appoint a member of staff as behaviour coordinator to oversee and advise on the team’s responses to challenging behaviour.

**Purpose of this policy**

 - To promote positive behaviour.

* To prevent unwanted behaviours
* To role model expected behaviour
* To react to and manage unwanted behaviour
* To ensure consistency with the setting and the home
* To outline what we do when additional support is required
* To outline how we support staff dealing with children who are displaying frequent unwanted behaviours.

**What we do at preschool**

* We encourage children to begin to understand their own feelings and how they make us behave in a sometimes-negative way. (Emotional intelligence). We teach children to understand the feelings of others and the impact that their behaviour has on people and property.
* Staff are trained on promoting positive behaviour and behaviour management to enable them to support and encourage the correct example by role modelling.
* We review the set-up of our room and the children’s environment so that they are occupied in meaningful play and learning. The children also have continuous access to the garden outside, to allow for more physical play.
* We acknowledge and praise positive behaviour using verbal specifically labelled praise e.g., “well done on taking turns on the bike”. This encourages every child to feel valued and have a sense of belonging, as well as highlighting to them the behaviour that we would like them to repeat.
* We use ‘adjacent/proximity praise’, this is a strategy used in group situations by praising a child who is already behaving appropriately which, in turn, encourages other children to copy. e.g., “well done, Jackson, you are listening so well to the story”.
* We set clear boundaries and expectations for the children which are embedded through our values, policies and staff behaviours.
* We use the ‘Attending’ approach as a way of interacting with children. Attending is when you notice and comment on what a child is doing without questioning or criticising. Attending helps a child understand how you would like them to behave, so they will know and understand what behaviours to repeat to get your approval.
* Staff will go down to the child’s level to communicate with them, which will promote quality interaction.
* We ask parents to ensure they follow similar boundaries and guidelines at home to provide consistency.
* We check that all staff have relevant up-to-date training promoting positive behaviour. We keep a record of staff who have completed this training.
* We are careful to not discuss children’s negative behaviour in front on the children, and we request that parents/carers do the same. If there is an issue the parents/carers can come into the setting, and speak to the behaviour co-ordinator or key person, in the office, away from the child.
* We have an Early Years Elsa within the setting, who can work with children in building their Emotional Intelligence, and who can Emotion Coach them through issues and big feelings. The Elsa will seek initial permission to work with the child from the parents in individual sessions, and will keep a record of how the child is progressing. The Elsa will also liaise with the child’s Key Person and manager.

**What we do if a child displays inappropriate behaviour**

* When a child displays inappropriate behaviour, under no circumstances will staff use physical punishment (or threaten physical punishment), send the children out of a room by themselves, use inappropriate language or humiliate a child.
* We do not shout in a threatening way to respond to children’s unwanted behaviour. However, staff can firmly ask what they would like a child to do.
* We may use ‘selective ignoring’ method for children displaying low level disruptive behaviour. This involves not giving any attention to negative behaviour, but giving positive attention to their good behaviour. We will only ever ignore the behaviour and not the child.
* If undesirable behaviours are frequent, we try to find out the underlying cause or trigger. To do this, staff will carry out observations on the child, meet with parents and may use an ABCC (antecedence, behaviour, consequence and communication) chart to record the behaviours for an agreed period of time by the setting. An ABCC chart can be completed by the setting without permission from the parents, as records for the setting only, If these are to be shared with outside agencies, this will be discussed with the parents first.
* An individual plan which includes strategies, activities and visual aids may be used to promote positive behaviour in children who are repeatedly displaying undesirable behaviours. The Behaviour Co-ordinator who oversees this process is – **Elizabeth Arnold.** TheBehaviour Co-ordinator works together with the child’s keyperson, the SenCo (when required) and the child’s parents. All staff will be made aware of the plan so that we work together consistently.
* 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, (for example Cosy Corner.)
* A child will not be excluded from the setting unless we feel that the children and staff are at risk. Before this option were to be considered, the preschool will have worked alongside the family and external agencies to provide positive strategies to avoid exclusion and a decision will only be made in consultation with these agencies.
* We expect full support from parents when a child is displaying repeated negative behaviour. We will request permission to seek support from outside agencies and the use of strategies that are working in the setting to be used at home e.g., reward charts or visual timetables.

**Biting**

Biting is very common, and many children will go through a phase of biting at some point. We understand that this can be distressing for both the parents of the child being bitten and the child who is biting. In dealing with any behaviour which includes biting, we would follow the usual methods of behaviour management.

The most common reasons for children biting:

* Teething
* Lack of language (children who do not yet talk or have limited speech can be frustrated in trying to communicate so will therefore bite to make contact)
* A change at home (new baby, parent separation)
* Feeling threatened
* They are trying to get what they want (e.g., a toy from another child)
* They are angry or frustrated
* The environment is not meeting their needs

When a child has been bitten, they will be comforted and first aid will be administered. If the bite is severe, the parent will be informed via telephone.

The child who has bitten will be told “no” firmly. At age and stage appropriate, children will be supported to understand the impact of their actions on others.

Staff will use an ABCC sheet to observe children who are biting frequently, this will allow staff to assess and understand the triggers that lead to biting. For a child who is biting frequently we will work closely with the parents to follow the same methods so that the child clearly understands their boundaries and the approach is consistent.

If the child has bitten another child and this has been observed, or a staff member has been bitten, this will be recorded in the incident book.

Staff will look at the following to ensure the children’s needs are being met and biting reduced:

* The environment and routine
* Methods of communicating with children (Makaton etc)
* Praise of positive behaviour
* Parents and key persons are working together to ensure there is consistency when dealing with biting incidents
* Possible ELSA intervention to work with the child.

**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 such as 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 “for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child’s behaviour if absolutely necessary” (EYFS, 2021)
* If physical intervention 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.

**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. This will be recorded in the incident book.
* The designated person should complete a risk assessment related to the child’s challenging behaviour to avoid any further instances.
* The designated person 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.
* Ofsted should be notified if appropriate, i.e., if a child has been seriously injured.
* The designated person should 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.
* Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.
* Parents should also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.

**Children under three years**

* When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
* We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
* Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
* If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of ‘separation anxiety’.
* We focus on ensuring a child’s attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

**Rough and tumble play, hurtful behaviour and fantasy aggression**

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

* We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
* We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
* We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to ‘goodies and baddies’ and as such offer opportunities for us to explore concepts of right and wrong.
* We can tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of ‘teachable moments’ to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

**Hurtful behaviour**

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as ‘bullying’. However, we are aware of the possibility of child -on - child abuse. For children under five, hurtful behaviour is momentary, spontaneous, and often without awareness of the feelings of the person whom they have hurt.

* We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
* We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
* We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
* Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
* We do not engage in punitive responses to a young child’s rage as that will have the opposite effect.
* Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
* We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. “Adam took your car, didn’t he? and you were enjoying playing with it. You did not like it when he took it, did you? Did it make you feel angry? Is that why you hit him?” Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
* We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others’ feelings. “When you hit Adam, it hurt him and he didn’t like that and it made him cry.”
* We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. “I can see you are feeling better now and Adam isn’t crying any more. Let’s see if we can be friends and find another car, so you can both play with one.”
* We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. For both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
* We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
* We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.

**7.1 Promoting Positive Behaviour**

**This policy was adopted by Pavilion Pirates Preschool CIO**

**On 21.07.22**

**Date reviewed Annually or as required**

**Signed on behalf of the provider**

**Name and Role of Signatory Linda Noble (Trustee/NI)**

**Signed on behalf of the provider**

**Name and Role of Signatory Helen Travers (Trustee)**

**REVIEW DATE 21.07.2025**