

Positive Behaviour Policy

September 2016 (amended)



REVIEWED: 2017	REVIEWED: 2018	REVIEWED: 2019	REVIEWED: 2020
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STATEMENT OF POLICY AND PRINCIPLES

Encouraging positive behaviour is key to the education that we provide for children and it needs to be embedded into all aspects of our practice. We believe that by creating an environment where behaviour is effectively managed we can enable all children to feel happy, safe and secure. Practitioners can play a fundamental role in teaching children the importance of behaving in a social acceptable way; showing care and consideration towards other people and property.

We recognise the need to teach children socially acceptable behaviours that prepare them for the wider world in a way that reflects their unique needs and abilities. We also value the importance of using positive approaches to help children to express their feelings and emotions in an appropriate way. As practitioners we need to have realistic yet high expectations of every child so they are given the opportunity to develop to their potential.

Our approach to positive behaviour is supported by Team Teach training that staff attend on a regular cycle. Team Teach training provides us with theory and skills to manage behaviour; it introduces physical techniques that we might use within a holistic de-escalation approach. It is about showing restraint, rather than applying it!! Alongside this knowledge, we need to skilfully create classroom environments which support and scaffold positive behaviour.

Approaches to managing behaviour might vary between situations but there are certain strategies that will never be used in the setting. We should never use sarcasm, aggression, threaten/use corporal punishment, remove/threaten to take personal possessions, withhold food or use isolation strategies including the 'naughty chair'; such strategies are not acceptable in the setting.

The Governing Body agreed this policy on: to be ratified on 7th September 2016

This policy will be reviewed by the Headteacher

Review frequency: Every two years

Signed: _____ **Date:** _____ **Headteacher – Laura Jeffs**

Signed: _____ **Date:** _____ **Chair of Governors – Paula Roan**

The following poem helps to demonstrate why encouraging children's behavioural development in a positive, individualised and sensitive way is such a fundamental aspect of nursery life.

Children Learn What They Live

If Children live with criticism, they learn to condemn.
If Children live with hostility, they learn to fight.
If Children live with fear, they learn to be apprehensive.
If Children live with pity, they learn to feel sorry for themselves.
If Children live with ridicule, they learn to feel shy.
If Children live with jealousy, they learn to feel envy.
If Children live with shame, they learn to feel guilty.
If Children live with encouragement, they learn confidence.
If Children live with tolerance, they learn patience.
If Children live with praise, they learn appreciation.
If Children live with acceptance, they learn to love.
If Children live with approval, they learn to like themselves.
If Children live with recognition, they learn it is good to have a goal.
If Children live with sharing, they learn generosity.
If Children live with honesty, they learn truthfulness.
If Children live with fairness, they learn justice.
If Children live with kindness and consideration, they learn respect.
If Children live with security, they learn to have faith in themselves and in those about them.
If Children live with friendliness, they learn the world is a nice place in which to live.
—Dorothy Law Nolte, Ph.D.

Person with Responsibility for Positive Behaviour within the setting: Senior Teacher

Associated Documents:

Education Acts 2002 / 2011

DfE Behaviour and Discipline in School 2013

Early Years Foundation Stage Statutory Guidance 2012

The EYFS Statutory Guidance states: 'Providers must not give corporal punishment to a child. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken 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. Providers, **must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.** Providers must not threaten corporal punishment, and must not use or threaten any punishment which could adversely affect a child's well-being (i.e. taking away or threatening to take away food).

In circumstances where Team Teach physical intervention techniques to remove, calm or restrain a child might be used, they should be discussed in advance with the Head teacher / Senior Teacher so that a written plan can be prepared and discussed with parents.

To enable us to encourage positive and socially acceptable behaviour in a supportive and sensitive way we focus our practice on four underlying principles:

1. Encouraging Positive Behaviour – What should we do?

There is a very wide range of strategies that we can draw on both to encourage appropriate behaviour in a general sense and to address particular challenges that we might face. We need to ensure our classroom practice very much focuses on recognising and valuing the positives; we aspire to create an environment where children feel safe and a secure and a culture where children recognise that appropriate behaviours always receive recognition and praise.

It is important that some strategies are embedded into everyday classroom practice, for example, 'structures and routines' are essential in providing children with the reassurance and predictability that they need and will help to reduce behaviours associated with anxiety. Practitioners will have to draw on other strategies from time to time to resolve a particular situation, for example, giving a child a comforter / fiddle toy to help them sit during a story session. Consistency is key when encouraging positive behaviour, so it is essential that strategies are shared effectively.

Appendix 1 summarises the strategies that practitioners both generally within the classroom and also more specifically as challenges arise. Some adult responses might exacerbate challenges rather than supporting a positive outcome; these are also included in Appendix 1 and it is essential that we are mindful of these.

2. Being Realistic - Where is the child developmentally and chronologically?

It is essential to have a thorough knowledge of child development so you know what behaviour to expect from a child of a certain age and stage of development, for example, when a child is repeatedly throwing objects are they still at a developmental level where 'casting' is part of the learning process rather than the fact they are behaving inappropriately?

Understanding every child's individual level of development will influence how practitioners respond to the behaviours that they encounter. When we meet challenges, we need to work collectively to decide on what is an unacceptable behaviour and what actually a developmental stage. In practice, this means that we might well respond to similar behaviours differently depending on the individual child; this can appear confusing at times and it is important that senior practitioners share these differences with other adults working in the classroom.

We want all of our pupils to fulfil their potential and prepare them for the future; by having an understanding of child development we are able to teach socially acceptable behaviours at the appropriate time and in the appropriate way.

By recognising developmental stages, we will be able to consider the strategies outlined in Appendix 1 and draw on our own expertise to use interventions that reflect a child's individual needs. It is important to remember that not all strategies will be appropriate for every child/situation.

3. Communication - What are we saying?

As Practitioners we need to be aware of our own communication; not just what we say verbally or with signs and symbols but also what we say with our body and our actions. Effective communication in it's widest sense can have a real influence on positive behaviour management.

We need to carefully consider what we communicate children for example, instead of simply saying that you want the child to 'be good', it is helpful to be exact about what behaviour we want to see, for example saying 'Jack good sitting' lets the child know not only are we making a request directly to them but also informs exactly what we are requesting. You may decide that you want the child to sit down during story time and not wander around; by explain exactly what you want the child to do and why, e.g. 'good sitting for story time' can be very helpful. As practitioners we need to adapt our language levels according to the individual child's understanding. For some children the use of picture symbols, Makaton signs or simple gestures would be more beneficial to communicate a practitioner's expectations of positive behaviours.

Practitioners need to use language positively so should avoid comments such as "don't do that" or "No, that's naughty"; we need to be mindful of getting drawn into a downward spiral by repeatedly saying negative terms. There will, however, be times when we do need to support children to understand that a particular action is inappropriate and it is very important that as practitioners we take responsibility for doing this. Using phrases such as "Jack stop hitting" or "Katy stop kicking" in a calm but authoritative voice will help children to recognise that the behaviour is not acceptable but will limit the amount of attention that they receive. Responding in this way also reaffirms that it is the behaviour which we don't like /want and not the child.

Inappropriate or threatening body language can communicate negativity to children which can exacerbate their undesirable behaviours. Do not move into personal or intimate body space or use body size or height to intimidate and avoid a square shouldered body stance, crossed arms, unrelenting eye contact, fist shaking or clenched, finger pointing/shaking.

4. Reflection and Sharing - what should we do next?

As practitioners, we often take child's behaviours personally; it is really important that we don't feel this way and we should never be afraid of discussing events with others. We work as part of a team and it is important to be there for one another in a supportive and non-critical way. Openness and reflection of the challenges we all encounter will ultimately improve outcomes for children as well as adults.

We need to create a culture where we can share experiences with other practitioners by having open discussions in a non-judgemental way this will improve our practice and develop our skills e.g. 'can we introduce something to help prevent this behaviour'? Are we missing something? Personal reflection on situation can also be helpful e.g. 'what can I do next time'? 'what I did well?'

When a child's behaviour is becoming more persistent and challenging, a carefully consider approach is required. Class teachers / Leads will have to decide on a particular strategy following discussion and a careful review. It will be essential that everyone is informed of this approach so that everyone is able to follow it with constancy and confidence. To help us gain a deeper understanding of challenging behaviours we use a specific tool – Behaviour ABC (see Appendix 2).



The ABC of Behaviour

As practitioners we need to aim to understand what function the behaviour serves and support children in learning more socially acceptable means of expressing their need for support. When behaviours have become persistent and particularly challenging, the ABC approach is a useful way of thinking about why a child is behaving in a certain way. It is optimistic – if a behaviour has been learned, it can be unlearned. Using the ABC approach can also bring clarity to the situation and think about it in the widest sense; it stops us being ‘woolly’! We will need to look at particular behaviours one at a time. The ABC model suggests that behaviour can be understood in terms of:

Antecedents (triggers): What happened immediately before the unwanted behaviour-the events that led up to it? What was the provocation-who did or said, or did not say, what? What was the setting for the behaviour? Is it always at the same activity, with the same child, or children? Does it always happen at certain times or certain days? Etc.

Behaviour: What precisely did the child do? We need to describe our observations in explicit terms.

Consequences: What happened as a result of the behaviour? How was the problem dealt with? What did the others do? How did they react? Remember that the consequences might be reinforcing the undesirable behaviour, for example, gaining adults’ attention, peer approval, avoiding disliked activity. The main question to ask is ‘what is the child getting out of behaving like this?’

By reflecting on behaviour in this way we have the opportunity to influence and alter the Antecedents and Consequences so that we can reduce and change the Behaviours. Having done this, we will be able to develop a Positive Behaviour Plan (Appendix 3) which highlights strategies that should be used to support an individual child. The plan will ensure a consistent approach among practitioners that can be shared with parents/carers and other settings. When behaviour is particularly extreme and is causing injury to others, a Behaviour Management Plan is completed (Appendix 4).

Strategies that we might use to encourage positive behaviour:

- Structure and boundaries
- Clear and reasonable ‘rules’
- Consistency between members of staff

- Visual Cues, e.g. 'first' and 'then', timetables, egg timers, destination photos, objects of reference, Makaton signing
- Referring to the child by name e.g. "Jack stop hitting"
- Messages conveyed in an explicit way – simple language, use signs to add additional emphasis (supported by visual cues, see above)
- Taking care with body language
- Praise and Rewards, e.g. time doing favourite activity or social praise such as smiles and clapping. It is very important that the rewards happen immediately. Rewards will not necessarily work for all children; again it is important to use your knowledge of the unique child when using rewards
- Lots of positive recognition of good behaviour reinforces acceptable behaviours and also helps to build self-esteem
- Use of role models - both adult and children
- Staying calm e.g. swapping with another member of staff if appropriate
- Distraction e.g. being offered a favourite activity or going outside for a quick run around
- High expectations – depending on each individual child's ability of understanding
- Moving child to a different environment away from the source of problem/anxiety, i.e. 'a clean break'
- 'Step in' and support colleagues with particularly challenging situations – a fresh face can often help to diffuse stress and frustration
- Picking your battles – you might have to take behaviours one at a time. This will mean other behaviours might have to continue until it is appropriate to address them.
- Looking for an effective outcome rather than just a winner and a loser
- Looking at the behaviours from the child's viewpoint. This might help you to understand them better
- Planned ignoring
- Pre-empting behaviours by recognising warning signs and triggers
- Introducing/teaching coping skills to the children, e.g. 'I need a break' 'Help me' and 'wait' symbols
- Providing something familiar in an unfamiliar/disliked situation, e.g. giving a child their favourite book to hold during story-time
- Being flexible and creative, e.g. giving children a small comforter/fiddle toy during a group session or only expecting children to sit with the group for two minutes instead of ten minutes
- Teaching the behaviour that we would like to see e.g. if a child grabs toys from others, model how to make appropriate requests - new and acceptable behaviours need to be taught and rewarded

Strategies that Practitioners should use with caution:

Our responses to inappropriate behaviour should focus on encouraging positive behaviour and in light of this practitioners should implement the following strategies with caution:

- Saying sorry - This may offer some comfort to the hurt child, but can give the idea that it is acceptable to hurt someone and then say sorry afterwards. It can also cause practitioners further challenges if the child is reluctant to offer an apology and move attention from the incident. Practitioners should consider the age and stage of each child and then use professional judgement whether this is an appropriate method, showing the children they have caused harm.
- Rewards - Rewards such as stickers for good behaviour may motivate some children. Children who are most likely to be violent are least likely to have achieved the self-control needed for a reward. Children who have been abused, suffered loss, or witnessed violence, are less likely to receive their sticker for good behaviour than the children who have 'luckier' lives and this may reinforce their view of themselves as hopelessly 'bad'. When using stickers or reward charts, practitioners again need to use their knowledge of children's development so that they ensure that these strategies are used in a way that reflects children's understanding.
- Time out - A few minutes away from the group for a child who has hurt another child or is being disruptive can be an effective strategy. The aim is to provide a cooling off period for the adult as well as the child, however, it should not be used as a punishment; there is no evidence that they improve behaviour and in fact they may reinforce the child's feelings of social exclusion and feeling 'bad'. A more appropriate way of giving the child, other children and practitioners a 'clean break', might be to respond to the behaviour, allow a moment of calm and then distract by taking to another room / area for a distraction activity, so the child is able to reduce their level of stress in a positive way and without associating this as a punishment.
- Reparation (putting things right) - There may be circumstances when reparation is appropriate but in practice it can be difficult if the child does not want to co-operate and can in fact make a situation worse. Again practitioners need to use their knowledge of child development and professional judgement, for example, a child who knows and understands that tipping a chair over is not acceptable would be encouraged to pick it up independently or help an adult, whereas a child who is learning about their environment through exploration would not be expected to pick up the chair, though the adult may encourage the child to help in a playful manner.
- Meaningful consequences - Avoid meaningless consequences that children do not understand – such as consequences they do not value or are for extended timeframes. For example, if practitioners use language such as 'last chance', 'if you throw once more...' practitioners must use their authority and take ownership of the situation enforcing the consequence they have introduced. Again, practitioners must consider the age and stage of each child and act appropriately, as some children may not be able to make links between expectations and consequences.

List of Appendices:

Appendix 1 – This is a simple log that is to be used as the first step in monitoring a child's behaviour when it has caused concern.

If it is felt that behaviours are persistent in nature and that they need a more considered response, practitioners can use Appendices 2 – 4 as they feel appropriate. Practitioners might choose to use them in sequence or they might feel that just one document is appropriate.

Appendix 2 – This is an ABC tool which allows practitioners to carefully analyse a specific incident; it doesn't look at the general picture. The behaviour (B) is always the starting point.

Appendix 3 – Positive Behaviour Plan – an initial step to responding to behavioural challenges; this often focuses on implementing consistent adult responses.

Appendix 4 – Risk Assessment Form – to be used when behavioural challenges becoming more extreme and staff / pupils are put at risk of harm.

Appendix 5 – Behaviour Action Plan – the process for implementing specific strategies in response to more extreme behaviours.



Behaviour Observations

Name:

Date:

date/time	Observations – who?, what?, where?, why?

Appendix 1



Behaviour ABC

Name:

Date:

<p>A Antecedents (trigger)</p> <p>Describe where the behaviour was observed and what was happening before it happened. Were things different?</p>	
<p>B Behaviour</p> <p>Describe the behaviour in a very clear and specific way.</p>	
<p>C Consequences</p> <p>What happen as a result of the child's behaviour e.g. were they taken to another room, did they get adult attention, did they get the toy they wanted? What were the reactions of the child/children/adults?</p>	

Appendix 2

Positive Behaviour Plan



Name:

Date:

Behaviour and Context	Strategies to be used

Appendix 3

Risk Assessment Form EXAMPLE

Name of Child:

Date:

Completed By:

Identification of Risk	
Describe foreseeable risk	e.g. harm to others – kicking, spitting, swearing, throwing objects, pushing, hitting, charging and grabbing
Is risk potential or actual	e.g. actual with potential risk of more serious incidents
Who is affected by the risk	e.g. all children and all staff members including bus driver and escort
Assessment of Risk	
In which situation does the risk usually occur?	e.g. all areas of the nursery especially the classroom and playground where other children are close by.
How likely is it that the risk will arise?	e.g. X is very unpredictable and risks can occur without warning. Outbursts of varying significance happen throughout the day.
If the risk arises, who is likely to be injured or hurt?	e.g. Children are at most risk; they are vulnerable because of their learning difficulties. Adults are generally able to move away from the risk but are still subject to spitting, swearing and thrown objects.
What kind of injuries or harm are likely to occur?	e.g. Spitting particularly in the face – children and adults Hit by thrown objects such as chairs and toys – children and adults Abusive language – children and adults Hitting/charging/grabbing – children but this is beginning to be directed towards adults
How serious are adverse outcomes?	Minor bruises and bumps but behaviours are escalating and there is clear potential for more significant injury and harm

Appendix 4

Risk Indicators **EXAMPLE**

History of aggressive behaviour?

Behaviours have been observed since X started but they are increasing in frequency and intensity. Aggressive behaviour at home has also been reported by parents.

Is pupil access to curriculum affected?

X is needing 1:1 adult support at all times to ensure the safety of other children and also to engage him in learning experiences. X can be reluctant to complete activities but will do so when using the work basket system, visual time tables and withdrawal to a low-arousal room

Behaviour observed by range of people?

Yes

Health & Safety risk to others, including pupils?

Yes – see previous page

Have different strategies been tried?

Visual systems have been introduced and seem to be having some impact. A tricky behaviours plan is in place. Strategies are shared with staff. Key members of staff work with X to build relationships and provide consistency

Patterns

Is there a pattern to behaviour?

Behaviours are unpredictable; they sometimes happen if X feels other children are going to touch his toys, sometimes if adults place demands on him or sometimes if he feels another child is 'braking the rules'.

Do incidents occur under specific circumstances? Are there identifiable triggers?

See above

Do incidents take place with identifiable pupils?

No

Appendix 4

Behaviour Action plan

Name of Child: X

Date:

EXAMPLE

Hazard	Steps to reduce risk	Training /Resource implications	Is residual risk acceptable?
Harm to others – kicking, spitting, swearing, throwing objects, pushing, hitting, charging and grabbing	<p><u>Preventative:</u> Visual system – 3 step timetable so that X has to complete 2 adult directed activities before an activity of his choosing. 1:1 staffing so that his behaviours can be monitored closely</p>	Staffing	Yes
Harm to others – kicking, spitting, swearing, throwing objects, pushing, hitting, charging and grabbing	<p><u>Proactive:</u> Traffic light visual system that show X when his behaviour is good, when he needs to think about it or when he needs to change it. Provide an individual curriculum – time in classroom when appropriate and then different opportunities for 1:1 work in withdrawal room or down time.</p>	Staffing	Yes
Harm to others – kicking, spitting, swearing, throwing objects, pushing, hitting, charging and grabbing	<p><u>Reactive:</u> Other children to be quickly moved to another room when significant outbursts occur. 2 members of staff to stay with X until episode subsides</p>	Disruption to others Staffing	Yes