

## 7.1 Achieving 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.

### Procedures

All Pre-School staff, including bank staff, students and volunteers are responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of this policy is essential.

We have a named person (Laura Davis) who has overall responsibility for our achieving positive behaviour programme. We require the named person to: keep her/himself up-to-date with legislation, research and thinking on promoting positive behaviour and provide relevant in-service training on promoting positive behaviour.

- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of, and respect, those used by members of the setting.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents/carers and one another with friendliness, care and courtesy.
- We familiarise new parents/carers, staff and volunteers with the setting's *Achieving Positive Behaviour* policy and its guidelines for behaviour.
- Parents/carers are regularly informed about their children's behaviour. Parents and carers are encouraged to work in partnership with Pre-School to assist in maintaining high standards of behaviour. We work with parents/carers to address any recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.
- Promoting positive behaviour, requires consistency of practice within Pre-School, to ensure that children know the standards of behaviour expected of them.

- We have a set of 'Pre-School rules', which are visually displayed in the setting and staff discuss them regularly with the children. We have our main rules, kept simple allowing the children to understand and remember them that include:

- Kind Words
- Kind Hands
- Kind Feet
- Good Listening
- Good Sharing

We also discuss:

- Walking (inside)
- Helping others (tidying up)
- Saying please and thank you

### *Rewards*

The Pre-School's ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping children to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

Within Pre-School the following systems for giving rewards are in operation:

- Verbal/non-verbal praise
- Stickers and celebration certificates
- Charts where appropriate
- Sharing achievements with parents/carers after the session
- Star of the week system

### *Weather Behaviour Chart – Visual Aid*

At Pre-School we aim to focus on rewarding positive behaviour to highlight our behavioural expectations. Nevertheless, sanctions can be needed to respond to inappropriate behaviour.

Sanctions used depend of the situation and individual child's needs but remain consistent in their approach. We have a *Weather Behaviour Chart* to support our *Achieving Positive Behaviour* policy in a visual way with seven levels of behaviour. This system is fully explained to the children and used where it would be beneficial to the child. Each week every child starts on "sunshine".

If an individual child needs reminding of behaviour expectations they are given three opportunities to change their behaviour. If, after three warnings, the child is still choosing not to do the right thing, then their name will be moved down the *Weather Behaviour Chart* to "cloudy" and their play will be redirected by an adult, moving



the child away from the situation. They will be given clear reminders of good behaviour and of our expectations within the Pre-School room.

Should the child then continue not to choose the right thing to do they will continue to be moved down the Weather Behaviour Chart to “rainy” and then “thunder and lightning”. Parents/carers will be notified of behaviour that day. This approach is balanced and children can be moved to “blue skies”, “over the rainbow” and “pot of gold” for good behaviour as well as to “cloudy”, “rainy” and “thunder and lightning” for unwanted behaviour. Should a child reach “pot of gold”, they can choose a small prize at the end of the week.

#### *Individual Behaviour Sticker Chart:*

This is used by staff in consultation with parents/carers for a child who may need to have more frequent reminders about behaviour. It will include targets that are relevant for the child and will incorporate an acknowledgement of whether or not the targets have been met on a daily basis through the sticker reward system. This can move with the child into the home environment for parents/carers to continue to use at home. Parents/carers will receive feedback regularly about the success of these interventions. If behaviour improves then the Behaviour Chart will cease to be.

#### *Rough and tumble play 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 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, e.g. blowing up and shooting, and that themes often refer to ‘goodies and baddies’ and as such offer opportunities for us to explore concepts of right and wrong- with reference to the Prevent Duty.
- We are able to 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.

#### *Focused Intervention Approach*

- The reasons for some types of persistent behaviours are not always apparent, despite knowledge and input from parents and staff members.
- Where all possible explanations have been considered and none are deemed a sufficient explanation of the behaviour a focused intervention approach should be applied.
- We follow the ABC approach, using key observations to identify the

A: Antecedent. The event or activity occurring immediately before the incident.

B: Behaviour. What behaviour was observed.

C: Consequence. What the consequences were for that behaviour.

- Once analysed this document should provide an overall picture of the challenging behaviour/s and will help to determine the cause and suitable support will then be offered.

#### *Use of Physical Intervention.*

- Physical intervention is described as any forceful contact by an adult with a child, such as grabbing, pulling, dragging or any form of restraint of a child, such as holding down.
- Staff will not use physical intervention to manage a child's behaviour unless it is necessary to use 'reasonable force' to ensure the safety of the child, other children, staff or damage to property.
- If reasonable force is used at any time, parents will be informed on the day that it occurs. All interventions of this nature will be recorded accurately and stored with the child's records, along with a record of who has been informed, when and how.
- Corporal (physical) punishment will never be either used or threatened.

#### *Challenging Behaviour/Aggression by children towards other children.*

- Any aggressive behaviour by children directed at other children will result in staff member intervening 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.
- 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.
- The designated person will make a written record of the incident, which is kept in the child's file; in line with the *Safeguarding children, young people and vulnerable adults* policy.
- The designated person should complete a risk assessment related to the child's challenging behaviour to avoid any further instances.
- 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.
- Ofsted should be notified if appropriate, i.e., if a child has been seriously injured.
- 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.

## *Bullying*

Bullying is a behaviour that both parents and practitioners worry about. Bullying is a deliberate, aggressive and repeated action, which is carried out with intent to cause harm or distress to others. It requires the child to have 'theory of mind' and a higher level of reasoning and thinking, all of which are complex skills that most three-year-olds have not yet developed (usually after the age of four along with empathy). Therefore, an outburst by a three-year-old is more likely to be a reflection of the child's emotional well-being, their stage of development or a behaviour that they have copied from someone else.

Young children are keen observers and more likely to copy behaviours, which mimic the actions of others, especially the actions of people they have established a relationship with. These are learnt behaviours rather than premeditated behaviours because children this young do not have sufficiently sophisticated cognition to carry out the type of bullying an older child can do. Unless addressed early, this type of pre-bullying behaviour in young children can lead on to bullying behaviour later in childhood. The fear is that by labelling a child as a bully so early in life we risk influencing negative perceptions and expectations of the child which will impact on their self-image, self-esteem and may adversely affect their long term behaviour. This label can stick with the child for the rest of their life.

## *Challenging unwanted behaviour from adults in the setting*

- Settings will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group. This includes negativity towards groups and individuals living outside the UK (xenophobia). This also applies to the same behaviour if directed towards specific groups of people and individuals who are British Citizens residing in the UK.
- Allegations of discriminatory remarks or behaviour including xenophobia made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises and in the case of a staff member, disciplinary measures being taken.
- Where a parent makes discriminatory or prejudiced remarks to staff at any time, or other people while on the premises, this is recorded on the child's file and is reported to the setting manager. The procedure is explained and the parent asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent requesting them to sign a written agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner; the third stage may be considering withdrawing the child's place.

### Further guidance

- Special Educational Needs and Disability Code of Practice (DfE 2014)

This policy was adopted at a meeting of

Crick Pre-School

Held on

12<sup>th</sup> February 2020

Date to be reviewed

February 2021

Signed on behalf of the management committee



Name of signatory

Clare Thompson

Role of signatory (e.g. chair/owner)

Chair

### Other useful Pre-school Learning Alliance publications

- Reflecting on Behaviour (2010)
- The Social Child (2007)