



## 7.1 Promoting positive behaviour

### Policy statement

At Mulberry Pre-School 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. We recognise that all behaviour is a form of communication. As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, 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.

- **Our Room Manager will oversee and have the overall responsibility for issues concerning behaviour and will advise on the team's responses to challenging behaviour.**

### Procedure

**In order to promote positive behaviour, we will aim to:**

- Ensure all staff attend relevant training to help understand and guide appropriate models of behaviour whether it be via on-line courses, staff meetings or off site. All training will be recorded in our staff members CPD logs (Continuing Professional Development).
- Ensure that all staff accept their responsibility in implementing the aims in this policy by logging that they have read and understand this policy in their CPD log.
- Work in partnership with parents/carers building strong, positive relationships with the children and their families/carers through their key person and management, communicating regularly and openly.
- Ensure clear consistent boundaries are set and understood by staff members and regularly communicated to children in an age/stage appropriate way.
- Ensure that the children's basic needs are met – showing regard for Maslow's hierarchy of need e.g. are they tired, hungry or upset?
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills. Use appropriate behaviour strategies according to individual needs and ensure children receive frequent positive attention for appropriate behaviour. If necessary, children may have a behaviour plan to encompass good practice strategies to promote appropriate behaviour (jointly planned with parents). This may include giving children appropriate choices and small steps to teaching and acquiring new skills.
- Teach the children to self-regulate by the use of age/stage appropriate activities and experiences such as reminding the child that they are safe, talk about their feelings, identify their emotions, the telling of social stories, sensory activities, breathing exercises and allowing children to contribute to decisions about accepted behaviour where age/stage is appropriate.
- Validate the children's feelings either through verbal communication or visuals.
- Make use of and display visuals (e.g. visual timetables & Makaton signs) and/or sand timers to signal changes and transition times.
- Identify any possible causes or triggers that could provoke unfavourable behaviour and making appropriate environmental changes or the teaching of new skills where necessary. Being one step ahead.
- Make it fun to behave appropriately.

**We will manage more challenging behaviours by:**

- Ensuring that the Room Manager and Management have the necessary skills to support other staff with behaviour issues and will access advice, make necessary referrals to specialist agencies in partnership with parents, if helpful. That they keep up to date with legislation and research relating to behaviour which will be recorded in their CPD (Continuing Professional Development) logs.
- Working in partnerships with our parents/carers and the Keyperson or Management to communicate any issues that arise and advise them of the incident and the setting's response to the incident as soon as possible.
- We endeavour to have appropriate behaviour strategies to manage and teach new skills to support with developing appropriate behaviour.
- Recognising that each child is unique and that some behaviours are normal in young children – e.g. not sharing, hitting, and biting.

# Safeguarding and Welfare Requirement: Managing behaviour

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- Staff diffusing and distracting wherever possible to prevent incidents by initiating games and activities with children when they feel play has become aggressive.
- Using humour and fun to diffuse situations if appropriate.
- Ignoring negative attention seeking behaviour where possible.
- Making use of different forms of communication e.g. visuals.
- Strategies will be employed on a regular basis to help prevent the need for reactive strategies but in some instances staff members may need to immediately intervene (by moving other children away if necessary) to diffuse, maintain safety and avoid escalation when they see aggressive behaviour by children towards children.
- Using tools, such as the ABCC method (or others that may be available to help the child) which is discussed with parents/carers.
- Drawing up a behavioural action plan that supports the child's specific needs, in conjunction with the child's parents/carers.
- Undertaking necessary risk assessments, which will be discussed and agreed with parents/carers, where the risk relates to managing the behaviour of a specific child to avoid further instances. We will also provide appropriate protective clothing if needed e.g. shin pads.

### Please note:

- If the behaviour has been significant both parents/carers of the children concerned will be informed as soon as possible.
- All incidents will be recorded and kept in the child's file, in line with our policy number 1.2 "Safeguarding Children, Young People and Vulnerable Adults".
- Relevant health and safety procedures for dealing with concerns and complaints will be followed as per our policy number 10.2 "Making a Complaint".
- If the challenging behaviour is an indication that the child themselves is suffering or likely to suffer significant harm, then the Safeguarding Lead will be informed and follow the Safeguarding Procedures and contact the relevant authorities.
- Staff will never 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". If 'reasonable force' has been used for any of the reasons shown above, parents will 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.

### Anti-bullying:

Bullying of any kind will not be tolerated in our setting

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

- Mulberry Pre-School will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group.
- Allegations of discriminatory remarks or behaviour including xenophobia made in our setting by any adult will not be tolerated. 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.

This policy was adopted by:	<b>Mulberry Pre-School</b>
On (date):	1 September 2020
Date to be reviewed:	June 2021
Signed on behalf of the provider:	George
Name of signatory:	<b>Georgina Stevens</b>
Role of signatory:	<b>Chair</b>