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| **Policy Statement** |
| **At Little Birch Pre-school we believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We work in partnership with parents in order to achieve tis effectively.****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, staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions.** |

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| **Procedures** |
| In order to manage children’s behaviour in an appropriate way we will:* Attend relevant training to help understand and guide appropriate models of behaviour;
* Implement the setting’s procedures including the stepped approach;
* Have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary;
* Include a welfare file for each child where behaviour and well being is logged by staff

***We will do this using a stepped approach*****Step 1:*** We will ensure the EYFS guidance relating to ‘behaviour management’ is incorporated into relevant policy and procedures;
* We will be knowledgeable with, and applying the setting’s procedures on Promoting Positive Behaviour;
* We will undertake an audit of the provison to ensure the environment and practices supports healthy social and emotional development annually.
* Ensure that all staff are supported to address issues relating to behaviour incuding applying initial and focussed intervention approaches.

**Step 2:*** We 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 in staff meetings. During this meeting, the key person will use their knowledge and assessments of the child to share and known influencing factors 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 remains a concern then the key person and/or manager 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 key person and/or manager will suggest using a focussed intervention approach to identify a trigger for the behaviour.
* If a trigger is identified then the manager 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. Others members of 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/or manager until improvement is noticed.

All incidents and intervention relating to unwanted and challenging behaviour by children should be clearly and appropriately logged.**Step 3:*** If despite applying initial intervention approaches, the behaviour continues to occur and/or is of significant concern, then the key person and manager 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 an Early Help process should begin and that specialist help be sought for the child- this support may address either developmental or awareness needs.
* Advice provided from the 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 the 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 and 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 be applied.
* The approach allows the key person and manager 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 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 and function of the behaviour and suitable support will be applied.
* This will be recorded in the welfare file of the child

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 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.**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 other 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 should not use physical intervention- or threat physical intervention o manage a child’s behaviour unless it is necessary to use reasonable force in order to prevent children from injuring themselves or others r damage property.
* If ‘reasonable force’ has been used for any reason, 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.
* Corporal (physical) punishment of any kind should never be used or threatened.

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.The manager will contact children’s social services if appropriate.The manager will make a written record of the incident which is kept in the child’s file.The manager should meet with parents of the child who has been affected by the behaviour to advise them of the incident and the settings response to the incident.Ofsted should be notified if appropriate.Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.**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 a ‘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. 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 premediated behaviours because children this young do not have sufficiently sophisticated cognition to carry out the type of bullying an older child can do. Unless addresses early, this type of pre-bullying behaviour in young children can lead to bullying behaviour later in childhood. The fear is that labelling a child as a bully so early in life we can risk influencing negative perceptions and expectations of the child which will impact on their self-image, self-esteem and may affect their long term behaviour. This label can stick with the child for the rest of their life. |