



Promoting Positive Behaviour and Behaviour Management Policy

This policy is to be read in conjunction with:

- EY03 EYFS learning and development Policy;
- EY08 Parents as partners Policy;
- EY14 Supporting Children with SEN;
- EY19 Positive Handling Policy.

Purpose

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 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

At Hopscotch we use a 'Multi-element model' where we recognise that all behaviours communicate a message which we need to respond to. This model incorporates: environmental change, teaching new skills and reinforcement as the responsive strategies. We have a member of staff per setting who has an overall responsibility for supporting any issues concerning behaviour (this is usually the SENDCO).

Definitions:

- Promoting positive behaviour: the proactive strategies that we use to promote and encourage the desired behaviours that we expect to see.
- Behaviour Management: the reactive strategies that we use to respond to and support the child to change the negative behaviours that we see.

Promoting positive behaviour

- We encourage children to begin to understand their own feelings and how these may make us behave in a sometimes-negative way (emotional intelligence). We also 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 rooms and the children's environment so that they are occupied in meaningful play and learning.
- We acknowledge and praise positive behaviour using verbal specifically labelled praise
- e.g. 'well done for taking turns on the slide'. 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 that we use in group situations by praising a child that is already behaving appropriately which, in turn, encourages other children to copy e.g. Jack, that's brilliant, I like the way you are listening to instructions'.
- We set clear boundaries and expectations for the children which are embedded through the Hopscotch values and evident through Hopscotch policies and staff behaviours.
- We use the 'Attending' approach as a way of interacting with children. Attending is when you notice and a 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 that they follow similar boundaries and guidelines at home that we do in the setting.

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Behaviour Management

Dr Rudolph Dreikurs (1897-1972) believed that 'all behaviour has a purpose'. Dreikurs identified four types of behaviour; attention, power, revenge and escape by withdrawal. We understand each of these types of behaviour and plan accordingly for them.

- When a child displays inappropriate behaviour, under no circumstances will staff use physical punishment (or threaten physical punishment), send children out of a room by themselves, use inappropriate language, humiliate a child or single out a child.
- Physical restraint, such as holding can only be used to prevent injury to other children/adults and damage to property. If physical restraint needs to be used, a manager will need to be informed and a report must be written. This report is shared with the parents of that child on the same day and then filed into the child's personal file. (See positive handling policy)
- We do not shout in a threatening way to respond to children's unwanted behaviour. However, staff can firmly ask a child what they would like them to do. If they are displaying disruptive or unsafe behaviour e.g. climbing on furniture staff will firmly say 'no, stop' and use the Makaton sign (one hand held up with the palm facing outwards) and then say what they want e.g "we need to keep our feet on the floor" or "when we want to climb we need to climb on the climbing frame".
- We may use a 'selective ignoring' method for children displaying low level disruptive behaviour. This involves not given any attention to negative behaviour, but giving positive attention to their good behaviour. We will only ever ignore the behaviour and not the child and use this method alongside positive approaches.
- We support and train staff how to recognise that babies and young children are unable to regulate their own emotions and require our staff to help them do this. We do this via coregulation which is where you model the calm behaviour and soothe the child. This in turn supports children to be able to self-regulate and self sooth.
- If undesirable behaviours are frequent, we try to find out the underlying cause or trigger. To do this we 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.
- An individual plan which includes activities, visual aids and specialised training maybe used to promote positive behaviour in children who are repeatedly displaying undesirable behaviours.
- If the individual plan does not have a positive impact on the child's behaviour we can arrange further support for parents, children and the setting through outside agencies. Depending on the behaviour this may include seeking advice from the Area ISSO (Inclusion and setting support officer) **HAMPSHIRE** or the Area **SENDCO** (Special Educational Needs and Disability Co-Ordinator) **SOUTHAMPTON** as well as Portage or Speech and Language therapy service.
- An incident form must be completed for a parent to sign if their child's behaviour has resulted in another child/ staff member being harmed at risk of harm or has caused significant disruption to the learning and development of the other children.
- A child will not be excluded from the setting unless we feel that the children and staff are at risk. Before this option was considered Hopscotch would have worked alongside the family and external agencies to provide positive strategies to avoid exclusion and a decision would only be made in consultation with these agencies.
- We expect full support from parents when a child is displaying repeated negative behaviour we would request permission to seek support from outside agencies and the use of strategies that are working in the setting at home e.g. reward charts or visual timetables.
- We fully support staff who are dealing with children who display repeated negative behaviour and give them the opportunity to take time out away from a particular child following behaviour incidents and encourage them to say if they need further support dealing with a particular child displaying repeated negative behaviours.

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Biting

Biting is very common, and most 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 etc.)
- 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 firmly told “No” (with a hand raised in a “stop” signal) then be ignored whilst all attention goes to the child who has been bitten. By being ignored they will begin to understand that they receive no attention through biting. As age and stage appropriate children will be supported to understand the impact of their actions on others and how to make amends for it. E.g. saying sorry.

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 alongside the parents to follow the same methods so that the child clearly understands their boundaries and the approach is consistent. An information sheet on biting is available for parents to take home.

A behaviour chart may be used so we can understand what triggers the child to bite and any patterns in behaviour. These will be shared with parents and staff will use the chart to make any necessary changes within the setting which may be causing the biting.

If the child has bitten a staff member, they will be required to fill out an accident form and follow first aid procedures.

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.)
- Providing teething aids
- Praise of positive behaviour
- Parents and key persons are working together to ensure there is consistency when dealing with biting incidents.

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