7.1 Promoting 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.

We believe in the principles of the attachment theory and accept that all behaviour is a type of communication. Our attachment informed practice approach discourages the labelling of individuals or diagnosing conditions when children are displaying distressed 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

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 behaviour procedures
- have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary
- We will ensure that the EYFS statutory framework requirement for supporting and understanding children's behaviour is incorporated into relevant policies and procedures.

- We will be knowledgeable with, and apply the setting's procedures on Promoting Positive Behaviour;
- We will constantly review the provision to ensure the environment and practices support healthy personal, social and emotional development.
- We ensure that all staff are supported to understand and address issues relating to negative behaviour including applying initial and focused intervention approaches (see below).
- We will 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 between the key person, the Special Educational Needs Coordinator (SENCO) or/and manager. During the meeting, the key person will use their knowledge and assessments of the child to share any known influencing factors (new baby,

additional needs, illness etc.) 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 SENCO should liaise with parents to discuss possible reasons for the behaviour and to agree next steps. If relevant and appropriate, the views of the child relating to their behaviour should be sought and considered to help identify a cause. If a cause for the behaviour is not known or only occurs whilst in the setting then the manager and/or SENCO will suggest using a focused intervention approach to identify a trigger for the behaviour.
- If a trigger is identified then the Manager and/or SENCO and key person will meet with the parents to plan support for the child through developing a behaviour management plan. If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan. Other members of the 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 SENCO until improvement is noticed.
- If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, then the manager and/or SENCO will invite the parents to a meeting to discuss next steps for supporting the child in the setting.
- It may be agreed that specialist help be sought for the child – this support may address either developmental or welfare needs. If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, follow the Safeguarding and Child Protection Policy (1.2).
- Advice provided by external agencies should be incorporated into the child's behaviour management 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 on in conflict. All staff use this 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, 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.
- This approach allows the key person and other staff 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 (antecedent) 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 (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied.

- 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, shouted at or 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 regulate 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 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 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 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, which states clearly when and how parents were informed.
- Corporal (physical) punishment of any kind should never be used or threatened.

Biting Policy

The Pre-School recognises that small children, for a variety of reasons, and from time to time, attempt to bite other children. Children bite other children for many different reasons. A child might be teething or overly tired and frustrated. He or she might be experimenting or trying to get the attention of the staff or his peers. Toddlers have limited verbal skills and are sometimes impulsive without a measured degree of self-control. Sometimes biting occurs for no apparent reason.

Due to the speed and randomness with which biting incidents occur, it is not always possible to prevent these from happening.

Biting is part of a normal developmental stage for young children who are teething and are still developing their language skills. Biting is not "abnormal" for infants and toddlers since one in ten toddlers' bite. However, because of the danger this behaviour represents to other children, repeated biting in a group childcare setting requires positive intervention from both the staff and parents.

- The Pre-School will encourage the children to use alternative methods to biting if they become angry or frustrated.
- The staff members will maintain a close and constant supervision of the children at all times.
- The safety of the children at the Pre-School is our primary concern and under no circumstances will we use, or agree to use, physical punishment or the threat of physical punishment on the child who bites.

The following steps will be taken if a biting incident occurs at the Pre-School:
• The biting will be interrupted with a firm “No...we don’t bite people!”
• The bitten child will be comforted immediately
• Staff will remove the biter from the situation. The biter will be dealt with age appropriately which may involve removing them from the area and offering a distraction
The wound of the bitten child will be assessed and appropriate first aid treatment will be given.
The parents of both children will be notified of the biting incident.
Confidentiality of all children involved will be maintained

We will monitor and review our behaviour management policy regularly which will include staff training and strategies for dealing with children who persistently bite. We will work with parents and carers to determine the possible causes of the biting and work to address the needs of the child concerned.

Inappropriate Language

Inappropriate language can be a sore subject within Early Years, with many different views on the best way to tackle it. This can lead to a lack of continuity with behaviour management strategies, leaving children confused. Young children take in their surroundings and will often imitate actions or words that they have heard from familiar adults. Although this is a great way for children to learn social behaviour and develop skills, it can also lead to children imitating unwanted negative behaviour.

Springfield Bees staff use the following strategies when dealing with inappropriate language.

The first step to take in tackling unwanted behaviour is to create a shared strategy. It is important that all adults are working towards the same goal and using the same approaches when a child uses inappropriate behaviour. This may mean ignoring the language or taking the child away to a quiet area to explain that those words are not to be used at the setting.

It is important to keep calm if you hear a child say something inappropriate. Getting upset or angry will escalate the situation and shows children that it will cause a reaction. Once you hear the child use inappropriate language, it is important staff are consistent in their approach. Depending on the child’s age or understanding, you may decide to approach the child about the language. If this is the chosen strategy, it is important to explain to the child that the language is unacceptable and it may upset people to hear it again.

Finding the cause for inappropriate behaviour or language is helpful in correctly dealing with the situation. It may be that the child has heard an adult use the language and is simply copying the word in or out of context. This can help practitioners in approaching the child about the language.

Praise is a great way to support children to behave in a particular way. Praising the good behaviour will encourage children to repeat the behaviour, removing the unwanted behaviour or language.

Giving the child an alternative way to express themselves may help them to stop using inappropriate language. Emotion books and puppets can help a child to understand their feelings and talk to someone about how they feel.

It is a good idea to use this opportunity to remind other children about appropriate behaviour and the importance of having rules to keep everyone safe and happy. The children can help to create the rules that they think are important, with some help from a practitioner. This enables the children to feel in control and more likely to appreciate the rules.

This policy was adopted by	Springfield Bees Pre-School
On	15/12/25
Date to be reviewed	15/12/26
Signed on behalf of the provider	
Name of signatory	
Role of signatory (e.g. chair, director or owner)	