

## Positive Behaviour Management Policy

### Ethos

We recognise that behaviour is a form of communication and often reflects a child's emotions or feelings.

We recognise the importance of developing positive relationships with all our children, families and adults.

### Aims

- All children to feel valued and have a sense of belonging.
- To have a whole setting approach that provides a structure for positive behaviour alongside a flexibility in staff response.
- To actively teach positive behaviour rather than simply deterring challenging behaviour.
- To support children to understand and express their feelings.
- To provide support to parents and carers regarding the development of positive behaviour.

The EYFS says: "Providers are responsible for supporting, understanding, and managing children's behaviour in an appropriate way."

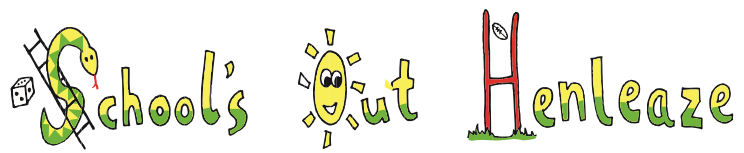
### Playwork Principles

Below are 3 principles that support positive behaviour management:

- 'The role of the playworker is to support all children and young people in the creation of a space in which they can play.'
- 'Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.'
- 'Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.'

### Emotional Regulation

Self-regulation is the ability to understand and manage emotions and behaviour in response to things happening. Self-regulation is initially learned through co-regulation.



Co-regulation occurs between a child and a responsive caregiver, who soothes/calms the child when they are experiencing ‘big emotions’. This supports learning to self-regulate; to feel secure and manage their own emotions.

Self-regulation can also be taught, but only once a child feels secure and supported.

Managing our feelings and emotions can:

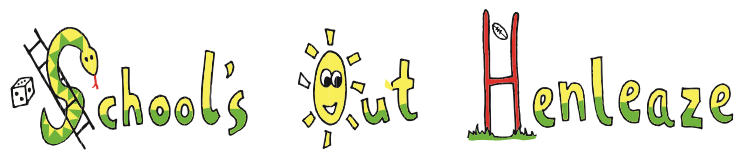
- Affect our physical, emotional and social wellbeing.
- Help nurture a more positive sense of self.
- Support the ability to cope better with stress.
- Be beneficial for social skills that affect friendships and relationships.

There are many reasons why some children find it harder to self-regulate than others, including:

- Adverse childhood experiences (ACEs) in early life, such as being adopted or looked after. Co-regulation is particularly important for these children.
- Children who have additional needs, e.g. social communication difficulties, ADHD or sensory processing difficulties.
- Temperament – some children are more reactive than others.
- Physical needs not being met, e.g. hungry or tired.

### **Strategies To Support Self-Regulation Development**

- **Modelling:** We will model self-control and present a calm approach with a calm voice (which can be soft or firm) and responding thoughtfully rather than emotionally.
- **Demonstrate respectful communication** with colleagues, modelling the behaviour we expect children to use with one another.
- **Co-regulate:** Through warm, responsive relationships with the child we will teach them skills to self-regulate. We will be alongside the child when they are distressed, reassure them and acknowledge their feelings, using a calm manner. Focusing on the emotion and not on the behaviour whilst prioritising physical safety before emotional safety.
- **Use empathy**
- **Talk about emotions:** Help children to recognise their feelings and it’s how we manage them that’s important.



- Games: We will use games to help children learn self-regulation skills which involve waiting and turn-taking to support impulse control.
- Calm spaces: We will create an area at our setting with self-regulation resources which children may choose to use to take a break.
- Mindfulness or Meditation are good ways for children to learn to pause and focus on breathing and calming down highly charged emotions.
- Sensory specific adjustments: We will consider any sensory issues specific to the child and make adjustments.

### Stimulating Play Environment

It is important to consider the reasons why children might present certain types of behaviour; feeling unsettled or unhappy, not feeling listened to, additional needs or an unstimulating/boring play environment.

We will provide varied play and well-planned opportunities based on children's interests and developmental needs so that children are engaged and interested.

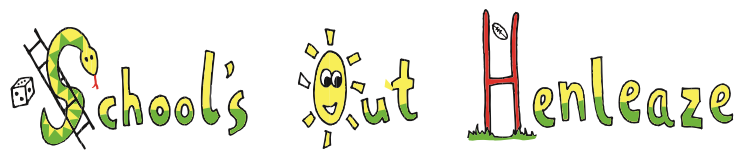
### Positive And Consistent Expectations of Children's Behaviour

- Staff and children will work together to develop and maintain a clear set of ground rules or code of behaviour to form the basis of all behaviour expectations in the setting. When involved in the process children will have a greater sense of ownership and belonging. The rules will apply to all at the setting.
- Ground rules will be written in a positive manner ('we will...'), detail expected behaviour and will apply equally to staff and children.
- We have clear daily routines with some flexibility, so children feel comfortable, safe and reassured.
- We will remind children about our ground rules using visual or verbal prompts to support expectations.
- When children do not understand what is expected of them staff will explain the reasons behind the expected behaviour.

### Positive Encouragement

We will:

- Give encouragement. (I prefer it when you..., I know you can...)



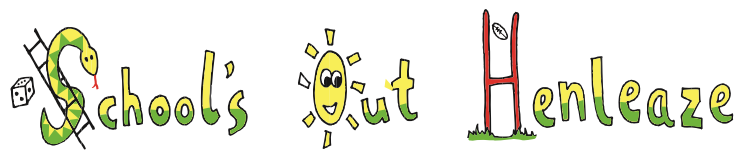
- Praise them, focusing on the positive things they do. ‘well done for... ‘ ‘I liked that you...’
- State the positive by focussing on the “do” rather than the “don’t”. e.g. “walk inside it’s safer “.
- Use warm positive body language and tone of voice.
- Give attention for positive behaviour when the child does not seek it.
- Encourage children to express strong feeling without physical or verbal aggression. (E.g., by talking to a playworker, shouting outside or exercise)
- Acknowledge considerate behaviour such as kindness and willingness to share.
- Encourage children to be problem solvers. When children come for help, ask them to problem solve and work with them on possible solutions. Use varied play opportunities to support problem solving.
- Acknowledge children’s efforts as well as achievements.
- Feedback to parents/carers on positive behaviour.
- Ensure that the individual child feels valued and respected.

### **Early Intervention, Redirection and Distraction**

- Staff are confident to identify problems and take steps to de-escalate possible conflicts.
- Staff are alert to potential triggers for behavioural problems.
- Redirect the child to another location or to other activities on offer.
- Use de-escalation strategies such as a lower tone of voice, slow pace, and simple verbal instructions
- Offer a choice, e.g. if a child wants the same toy another child is using you could offer the option of 2 other toys.
- Offer positive correction. ‘I like it when...’ ‘I know you can...’
- Offer non verbal cues eg a finger to the lips, signal to sit down.
- Consider physical proximity- should you give space or stay close?

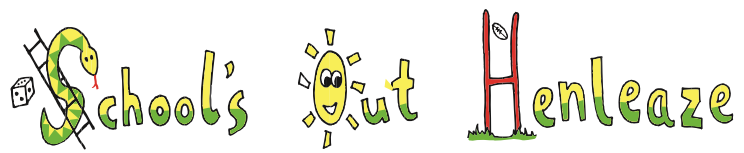
### **Conflict Resolution and Situations That Require Adult Intervention**

When staff support the development of conflict resolution skills, they are providing the child with the ability to resolve situations.



- When conflict or behaviour issues arise, we will approach the situation quickly and calmly, ensuring everyone's physical safety and quickly stopping any hurtful behaviour or language.
- We will only raise our voice if there is immediate risk, and only to get a child's attention and to issue safety commands 'e.g. 'stop'. We will remain calm so that the situation does not escalate. Use a calm voice and interaction will be at eye level with children. We will focus on the behaviour without shaming, humiliating or publicly embarrassing the child.
- We will ensure our body language is non-confrontational, and allowing the child adequate personal space, unless there is a safety concern.
- We will consider the most appropriate, proportionate response dependent on what led up to the behaviour, the type of behaviour, age and level of understanding of the child, whilst supporting their emotional needs. For example:
  - To ensure the child/ren are safe, calm and ready to talk, this may take time
  - To listen to the child or children and hear their reasons for their actions. Depending on the situation and needs of the child, consider rather than solving the problem for them, help generate ideas of how they might solve the problem.
  - To help the child or children understand the consequences of their behaviour and while it is ok to feel a certain way it is not ok to behave a certain way. Linking the behaviour back to the ground rules.
  - Do not get drawn into side issues or debate. Continue repeating your instruction. (Broken record technique.)
  - Ignore minor secondary behaviour (eg huffing) if the primary instruction is being followed.
  - To help children to understand the effects of their behaviour on others, by encouraging other children or adults to explain what they did not like. Use of "I feel" statements can be useful.
  - To find a solution, confirm the plan they have agreed to, repeating it back to them. Then encourage the children to try the solutions. They will learn as much from failure as success.
  - If possible give the child an opportunity to make amends for their behaviour and, unless it is deemed inappropriate, to rejoin any activity.
  - To remind the child/ren of ground rules and behaviour expectations.
  - To re-engage the child/ren in play rejoining activities, unless it is deemed inappropriate. They may need more time to reflect or calm down.

## **Consequences**



- Reminder of how behaviour is not in line with ground rules.
- Discussion of the incident.
- Reparation.
- Thinking time.
- Missing out on an activity (if the behaviour is serious or unsafe for example).
- Parental involvement.
- If very serious and/or persistent suspension or exclusion.

## **Recording**

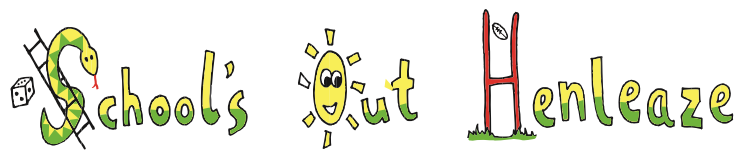
- Minor incidents will be dealt with on the spot with a reminder about the ground rules and it may not be necessary to record. If there is a pattern of minor incidents, then this can be logged.
- For more significant incidents, we will use the incident book to record the behaviour and action. This will be shared with the parents/carers on the same day.
- Any incidents of racist, sexist, LGBT or disability discriminatory behaviour will be identified, recorded and action taken in line with our Anti-bullying and/or Anti-Racism policy.
- Violent behaviour, deliberate damage to or theft of property will be considered as serious and be recorded as such.
- Recorded incidents will be reviewed to identify if there are any patterns that require further investigation and action.
- All records will be written in a non-judgmental manner, be confidential and signed by the staff member involved and the parent/carer.
- If Physical Intervention is used an incident record must be completed in detail and shared with the parent/carer on the same day.

## **Physical Intervention Procedure**

As a setting, we will consider the age of children that we work with and what appropriate approaches are regarding physical intervention.

The EYFS 2024 says:

“A person will not be considered to have used corporal punishment (and therefore will not have committed an offence), if physical intervention was taken to avert immediate danger of



personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary"

Physical intervention will only be used as a last resort if all other strategies detailed in this policy have not been successful and only if there are reasonable grounds for believing that immediate action is necessary to prevent a child from significantly injuring themselves or others or to prevent serious damage to property. E.g. a child running across the road; a child being physically aggressive towards themselves or others whilst upset.

Staff will first consider distraction, withdrawing adults and children and making the environment safe.

A physical intervention could be:

- passive, such as standing between children or blocking a child's path.
- active, such as escorting a child by the arms.
- restraint, to hold back physically or to bring a child under control to be only used when a staff member judges the risk of harm to be substantial.
- Whenever physical contact is necessary the staff member will keep their body language calm, acknowledge feelings and explain their actions e.g.: "I need to hold you/lift you up to keep everyone safe."

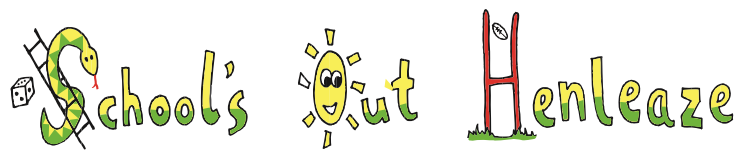
Physical Intervention will be used for the minimum amount of time and with the minimum amount of force.

Staff will consider the emotional impact of physical intervention on the child, witnesses and staff and debrief afterwards as appropriate. E.g. when the child is calm, explain why their behaviour was unsafe

If physical intervention is used, an incident record must be completed in detail and the parent/carers informed on the same day. Staff will also ensure it covers any observed triggers; others involved; witnesses; type of physical intervention used; for how long and to what force. Any injuries obtained by children or staff as a result of physical intervention will also be recorded in the accident book.

### **Recurring Behavioural Incidents**

Where there are recurring or significant behavioural incidents and the above interventions have not been successful or an emergency situation is reached, actions that staff will consider are:



- Calling parent/carers to pick up the child.
- Suspension from the scheme for a short period of time.
- Staff writing a Behaviour Management Plan specific to the child and in liaison with the child and parent. The plan will be signed and agreed with the child and parents and monitored and evaluated regularly.
- Staff attending Behaviour Training.
- Contacting outside professionals for support and information including SENCO.
- Exclusion from the scheme.

### **Responsibilities**

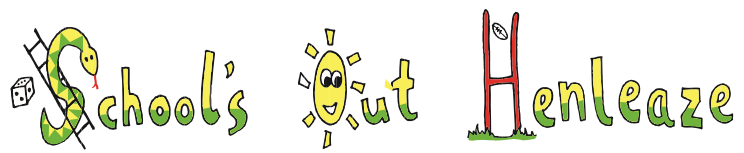
The lead member of staff responsible for behaviour management for our setting is the Manager.

This person will:

- Keep up to date with legislation.
- Research current behaviour management practices, where appropriate.
- Identify additional behaviour management strategies for children with additional needs or unmet needs.
- Access other agencies, where necessary.
- Provide support to staff around behaviour management issues.
- Ensure they and other staff have relevant up to date training and that they record details of this.
- Coach the staff team and lead discussions to reflect on incidents and identify emerging needs.
- Identify training for restrictive strategies as needed.

### **Staff Team:**

- Staff will work as a team by reporting and discussing incidents and resolving to act collectively and consistently.
- Staff will support each other to maintain calm and positive practice.
- Staff will be encouraged to develop their skills.
- Staff will reflect on and take responsibility for their own emotional responses and seek support from colleagues or the manager if they feel overwhelmed.



- Staff will consider if the play environment is sufficiently varied and well-planned play opportunities so that children are engaged and interested. Children might present certain types of behaviour if there is an un-stimulating play environment.
- In addition, staff will consider if a child is feeling unsettled or unhappy, not feeling listened to, or if there is a medical reason.
- Staff will not label children (i.e.: difficult, naughty) and will consider underlying reasons for behaviour.
- Staff will praise positive behaviours and give feedback to parents
- Staff will never use physical punishment such as smacking or shaking and children will never be threatened with these.
- Staff will not shout (unless there is immediate risk and raising your voice is necessary) or raise their voice in a threatening way and will avoid speaking to a child in frustration, anger or irritation.
- Staff will consider if the behaviour includes a discriminatory element which needs additional consideration and action.
- Staff will only use physical restraint, such as holding, to prevent physical injury and/or serious damage to property.
- Any concerns about staff conduct during behaviour incidents will be raised with the manager in line with the escalation procedure.
- Concerns about staff conduct will be recorded and addressed; the manager will provide guidance, coaching, or additional training where needed to support staff in maintaining best practice.
- 

Further information can be found in the following policies:

- Child Protection and Safeguarding
- Online Safety
- Health and Safety
- Equalities
- Inclusion
- Anti-Bullying

