

Childcare Practice

Promoting positive behaviour

Mr. Bee's believes that children flourish best when their personal, social and emotional and well-being needs are met and where there are clear and developmentally appropriate expectations for their 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.

Settling into a new environment is an emotional transition for young children especially as they learn to develop and master complex skills needed to communicate, negotiate and socialise with their peers. Skills such as turn taking and sharing often instigate minor conflicts between children as they struggle to deal with powerful emotions and feelings. During minor disputes, key persons help children to reflect and regulate their actions and, in most instances, children learn how to resolve minor disputes themselves. However, some incidents are influenced by factors, requiring a strategic approach especially if the behaviour causes harm or distress to the child or others. These situations are managed by the Special Educational Needs Co-Ordinator (SENCO)/key person using a stepped approach which aims to resolve the issue and/or avoid the behaviour escalating and causing further harm (see our Supporting Children with special education needs policy).

This is an unsettling time for young children. Our Early Years Practitioners are alert to the emotional well-being of children who may be affected by the disruption to their normal routine. Where a child's behaviour gives cause for concern, practitioners take into consideration the many factors that may be affecting them. This is done in partnership with the child's parents/carers and the principles of this policy adhered to.

The Centre Lead/SENCo will, as the designated co-ordinators for behaviour, will:

- attend relevant training to help understand and guide appropriate models of behaviour.
- keep themselves up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour;
- ensure that all new staff attend training on behaviour management.
- help all staff to implement procedure in this policy in their everyday practice.
- advise staff on how to address behaviour issues and how to access expert advice if needed.

- Signpost staff to relevant training where appropriate during supervision.

Rewards and sanctions

- All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.
- Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a 'prize' is not being given or provide the child with the skills to manage situations and their emotions themselves. Instead, a child is being taught how to be 'compliant' and respond to meet adult's own expectations in order to obtain a reward (or for fear of a sanction). If praise and stickers are used as reward, the type of rewards and their functions must be carefully considered.
- Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'. If a child is distressed or causing harm to others, it may help to remove them from the immediate environment where the incident occurred. The child should be accompanied and taken to a quiet area by their key person for up to five minutes to help them calm down. If appropriate, the key person can use this time to help the child reflect on what has happened. Physical punishment of any kind is never used or threatened which could adversely affect a child's well-being. If a staff member becomes aware that another person has given corporal punishment to a child, they follow our Safeguarding children and child protection procedures. Physical intervention to safeguard a child(ren) must be carried out as per the guidance in this procedure.

Step 1

- The Centre Lead, SENCo and other relevant staff members are knowledgeable with, and apply the procedures within this policy.
- Unwanted behaviours are addressed using an agreed and consistently applied approach to de-escalate situations. Mr Bee's has adopted the Restorative approach which is an initial problem solving, non-judgemental intervention for all situations in which a child or children are distressed during conflict.
- Behaviours that result in concern for the child and/or others must be discussed by the key person, SENCo/Centre Lead. During the meeting the key person must use their all-round knowledge of the child and family to share any known influencing factors such as a new baby in the family, child and/or parental illness, underlying additional needs to help place the child's behaviour into context.

- Appropriate adjustments to practice must be agreed within the setting. If relevant, a behaviour management risk assessment should be carried out.
- If the adjustments are successful and the unwanted behaviour does not reoccur or cause concern then normal monitoring can resume.
- Assessments are recorded on a child's e-learning journey each half term by the key person to help them identify a child's level of well-being and involvement. The key person will use these assessments to identify and plan the level of support required.
- The Centre Lead uses these assessments to monitor a key person's knowledge and understanding of their key children and reflect on any training or change in the environment which may need to take place.

Step 2

- If the behaviour remains a concern, then the key person and SENCO must liaise with parents to try to discover 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 Centre, then the Centre Lead/SENCO must suggest using a focused intervention approach to identify a trigger for the behaviour. Mr Bee's follows the ABC approach which uses key observations to identify a) an event or activity (antecedent) - what occurred immediately before a particular behaviour, b) what behaviour was observed and c) what the consequences were after the event.
- If a trigger is identified then the SENCO and key person will meet with the parents to plan support for the child through a graduated approach via SEN support (see Identification, Assessment and Support for Children with SEND policy).
- Aggressive behaviour by children towards other children will result in a staff member intervening immediately to stop the behaviour and prevent escalation using the agreed initial intervention approach. If the behaviour has been significant or may have a detrimental effect on the child, the parents of the victim of the behaviour and the parents of the perpetrator must be informed of an incident in the usual way (see Recording and Reporting of Accidents and Incidents policy).
- If the Centre has applied a physical intervention, they must follow the guidance as set out below. The designated person completes Safeguarding incident reporting form and contact Ofsted if appropriate. A record of discussions is recorded and parents are asked to sign.
- Parents must also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.
- If relevant, actions for dealing with the behaviour at home are agreed with parents and incorporated into the risk assessment. Other staff members are informed of the agreed interventions and help implement the

actions. The risk assessment must be monitored and reviewed regularly by the key person/SENCo until improvement is noticed.

- All incidents and intervention relating to unwanted/challenging behaviour by children should be clearly and appropriately logged on the Chronological Safeguarding Feedback Sheet Record by the Centre Lead/Safeguarding Lead Practitioner (SLP).

Step 3

- If, despite applying the initial intervention to de-escalate situations and focused interventions to identify triggers the child's behaviour continues to occur and/or is of significant concern, then the SENCO and key person invite the parents to a meeting to discuss external referral and next steps for supporting the child.
- It may be agreed that the Centre request support from the Early Help team and/or other specialist services such as the Area SENCo. This will help address most developmental or welfare needs. If the behaviour is part of a range of welfare concerns that include a concern that the child may be suffering or likely to suffer significant harm, follow our Safeguarding and Children and Child Protection procedures immediately.
- Advice provided by external agencies should be incorporated into the child's risk assessment and support plan and regular multi-disciplinary meetings held to review the child's progress.
- If a review determines a statutory assessment may be needed then all relevant documentation must be collected in preparation for an Education Health and Care Assessment which may lead onto an Education, Health and Care Plan.

Use of physical intervention

Staff will already use different elements of physical contact with a child as part of their interaction in the Centre especially when they are comforting a child or giving first aid. However, physical intervention to keep a child or other children safe is different and should only be applied in exceptional circumstances.

The EYFS states that it physical intervention from a staff member towards a child may be used for the purposes of "averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if it is absolutely necessary".

Staff must do all they can to avoid using a physical intervention because this is not the preferred way of addressing children's behaviour.

To offer protection to children a range of appropriate graded interventions may be needed before physical intervention is applied. Most single incidents such as a child throwing a book on the floor or kicking a chair usually only require a verbal intervention from a member of staff. In other situations, an intervention can be

applied through mechanical and environmental means such as locking doors and stair gates. This usually stops a situation escalating. However, there will be some situations where a child places themselves or others in danger which requires an immediate need for the use of both verbal and physical intervention. If a single or persistent incident requires a physical intervention such as physical handling from a staff member towards a child, then this is used intentionally to restrict a child's movement against their will. In most cases this can be applied through the use of the adult's body gently and safely blocking the child from access to danger or to prevent danger.

To physically intervene, a practitioner may use "reasonable force" to protect a child from injuring themselves or others. Legally a practitioner may also use reasonable force to prevent a child from damaging property. However, we would expect that in instances of damaging physical property a child would only experience a physical intervention if the broken property presented a risk or is high value.

If a situation arises which requires urgent physical hands-on intervention this is best applied by the staff who knows the child well such as their key person who is more able to calm them or use other known methods for defusing situations without physical intervention.

Physical handling

We use the principle of applying reasonable minimal force and handling in proportion to the situation. Staff members use as little force as necessary to maintain safety and follow guidance provided during Step On training by Norfolk County Council. This intervention should only be used for as short a period as possible to keep the child safe and maintain well-being by aiming for:

- keeping the child's safety and well-being paramount
- a calm, gentle but firm approach and application of the intervention
- never restricting the child's ability to breathe
- side-by-side contact with the child
- no gap between theirs or the child's body
- keeping the adults back as straight as possible
- avoiding close head-to-head positioning to avoid injury to the child and themselves (head butting)
- only holding the child by their 'long' bones to avoid grasping at the child's joints where pain and damage are most likely to occur
- avoiding lifting the child unless necessary
- reassuring the child and talking about what has happened

- only applying a physical intervention on a disabled child if training or preferred method is provided from a reputable external source.

Risks

There are risks associated with any physical intervention and handling of a child. The younger and more vulnerable a child may be, the greater risk to the child of using physical intervention towards them. However, there are also risks to children associated with not intervening physically; for instance, if a practitioner did not take hold of a child by the wrist, they may have run into the path of a fast-moving car.

Before intervening physically to protect a child from immediate harm a practitioner needs to decision make in a split second, considering the following factors. This is described as dynamic risk assessment.

- What is the immediate risk to this child if I do not intervene now?
- What might the risks be if I do intervene? If this was my child, what would I want someone looking after them to do in this situation?
- What is the minimum level of intervention that will be effective here? How can I do this as gently as possible for as short a time as possible and how am I going to manage myself to stay calm?

Recording

Any instance of physical intervention is fully recorded immediately and reported to the designated person as soon as possible on a Safeguarding incident reporting form, ensuring that it is clearly stated when and how parents were informed. Parents are asked to sign a copy of the form which is then kept on the child's file. The Centre Lead / SLP decide who will notify the parent and when, ensuring that the parent signs to say they have been notified. An individual risk assessment should be completed (or reviewed if already in place) after any physical intervention with a child which considers the risks and likelihood of such behaviour re-occurring and how this will be managed. The risk assessment should be agreed and signed by parents.

Temporary suspension (fixed term)

Any decision to temporarily suspend a child is not taken lightly and must be carefully considered lawful, reasonable and fair. If despite following the stepped approach for behaviour it is necessary to temporarily suspend a child, for no more than five days, on the grounds of health and safety, the following steps are followed.

- The Centre Lead provides a written request to suspend a child to the Senior EYP; the request must detail the reason why the child must be suspended and the length of time of the proposed suspension.

- If the Senior EYP approves, the parents must be invited to a meeting to discuss next steps. Parents are invited to bring a representative along. Notes must be taken at the meeting and shared later with the parents. The meeting must aim for a positive outcome for the child and not to suspend.
- If no acceptable alternative to suspension is found then the Centre Lead must give both verbal and written notice of time related suspension to the parent, meanwhile the Centre Lead must ensure that continued resolution is sought and suitable adjustments are in place for the child's return.

Suspension of a disabled child

We have a statutory duty not to discriminate against a child on the basis of a protected characteristic. This includes suspending a child based on a disability. Ignorance of the law or claiming it was unknown that a child was disabled is no defence. However, if the child's behaviour places themselves or others at risk then the setting must take actions to avoid further harm. Time limited suspension may be applied to keep the child and/or others safe whilst finding a solution. Suspension is only used if reasonable steps and planned adjustments are first used to help resolve the situation. Without this action, suspension of a child with SEND may constitute disability discrimination (Equality Act 2010). A decision to suspend a disabled child must be clearly evidenced, specific, measurable, achievable, realistic and targeted. Plans and intervention must be recorded on the child's file and SEN Support - Action plan. If little or no progress is made during the suspension period, the following steps are taken.

- The Centre Lead sends a written/electronic invite to the parents, a local authority representative and any relevant external agencies to attend a review meeting. Each attendee must be made aware that the meeting is to avoid the situation escalating further and to find a positive solution.
- After the meeting the Centre Lead continues to maintain weekly contact with the parents and local authority to seek a solution.
- Suitable arrangements offer the parent continued support and advice during the suspension. The Centre Lead reviews the situation fortnightly and provides the Senior EYP with a monthly update.

Expulsion

In some exceptional circumstances a child may be expelled due to:

- a termination of their childcare agreement as explained in our terms and conditions.
- if despite applying a range of interventions (including reasonable adjustments), the Centre has been unable to adequately meet the child's needs or cannot protect the health, safety and well-being of the child and/or others.

Challenging unwanted behaviour from adults in the Centre

- Mr Bee's will not tolerate behaviour from an adult which demonstrates a dislike, prejudice, discriminatory attitudes or action towards any individual or group. This includes those living outside the UK (xenophobia). This also applies to the same behaviour if directed towards specific groups of people and individuals who are British Citizens residing in the UK.
- Allegations of discriminatory remarks or behaviour including xenophobia made in the Centre by any adult will be taken seriously. 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.
- Where a parent makes discriminatory or prejudiced remarks to staff at any time, or other people while on the premises, this is recorded on the child's file and is reported to the Centre Lead. The procedure is explained and the parent asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent requesting them to sign a written agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner; the third stage may be considering withdrawing the child's place.
- Our Valuing Diversity and Promoting Equality policy threads through this policy and all Mr Bee's policies.

Further Guidance:

- SICS (Ziko) Manual: Well-being and Involvement in Care - A process-oriented Self-evaluation Instrument for Care Settings
- Special Educational Needs and Disability Code of Practice 0-25 Year Olds (DfE 2015)
- Mr. Bee's Childcare Handbook
- Norfolk Steps 'The Basics' Step On training – March 2013 (attached)
- Gun and Weapon Play by Diane Rich Practical Pre-school 2003 (Operational Plan Box 2)

Forms:

- Safeguarding incident reporting form (replaces Unusual Occurrences (Behaviour) Form)
- Individual Risk Management Plan
- Biting Risk Assessment
- Existing Injury, Accident and Incident Form (copy with Recording and Reporting of Accidents and Incidents policy)
- ABC Behaviour Chart

Linked Policies:

- Identification, Assessment and Support for Children with SEND
- Safeguarding Children and Child Protection
- Valuing Diversity and Promoting Equality
- Parental Involvement
- Working in Partnership with other Agencies
- Recording and Reporting of Accident and Incidents

Re: Promoting Positive Behaviour

This policy was reviewed at a meeting of

Mr. Bee's Family Centre

Held on

26th March 2024

Date to be reviewed

March 2027

Signed on behalf of the Board of Trustees:	
Name of role of signatory:	Jeanette Nowrung, Chairperson
Signed by Senior Early Years Professional:	
Individual Centre Lead's Signature:	
North Lynn:	
Springwood:	
St Augustine's:	