**TRING STEPPING STONES PRE-SCHOOL**

**Promoting Positive Behaviour Policy**

**Policy statement**

We believe that children flourish best when their personal, social and emotional needs are understood and supported. We want children to feel welcomed and valued within our setting, where there are clear, fair and developmentally appropriate expectations for their behaviour.

We focus on supporting children to build a strong positive relationship with their key person or a member of pre-school staff, to enable them to feel happy, safe and secure with a good attachment. We plan for the interests of individual children each day, it is important to know we have an activity out that each child will enjoy and will engage with as well as supporting their development.

“*The learning process is all about relationships. Unless this emotional engagement is made, learning will not stick positively in the memory”.*

*Goleman 1996*

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:

* Pre-school Managers and some staff have attended “Hertfordshire Steps” behaviour training. This training is adapted with permission from Angela Wadham of Norfolk Steps, originally drawn from Norfolk County Council’s Inclusion Statement “The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and enjoy community life”.
* Having originally attended the course as a whole team we aim to provide a consistent approach and all staff share the responsibility of supporting the personal, social and emotional development including behaviour of our pre-school children.
* Behaviour management training is part of our induction for new staff and the key messages from Hertfordshire Steps is explained.
* We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
* We have a schedule in place for all staff to complete the Promoting Positive Behaviour programme, on educare (https://www.eyalliance.org.uk/educare) as part of induction process.
* We will ensure that EYFS guidance relating to ‘behaviour management’ is incorporated into relevant policy and procedures.
* We recognise that very young children find it difficult to regulate their own emotions and require sensitive adults to support them to do this.

**Strategies**

* We reflect on our activities and routines continuously to support positive behaviour. E.g., we understand that sharing and turn taking is difficult for young children, it is something which is learnt over time, therefore we would try to ensure that there are adequate toys out for children, we use a sand timer as a visual prompt for turn taking.
* We acknowledge and praise all acts of kindness, good listening, considerate behaviour and good turn taking as well as achievements.
* We support all children in our pre-school to develop a sense of attachment and belonging in our group so they feel valued and welcomed.
* We support all children in our pre-school in developing self-esteem, confidence and feeling of competence.
* We also endeavour to support children to develop the communication skills to express their feelings, needs and wishes and we praise this as well, e.g., when children ask verbally or with gestures for the sand timer or use ‘their words’ to tell another child it is their turn.
* We use distraction and diversion to avoid unwanted behaviours, this can be interjecting before a situation/conflict arises, maybe offering another toy or suggesting a child has a look at the activity you are doing to move them away from potential conflict.
* Some unwanted behaviours can be avoided by adjusting our routines or activities throughout the morning, this comes from having a good relationship with our children, being able to see when they are frustrated or tired.
* When faced with challenging behaviour using systems from our Steps training, we will seek to understand the behaviour of the child, using the *Think, Plan, Respond* approach.

To do this we would consider whether the behaviour is a conscious or subconscious behaviour.

Conscious Behaviour

This is a behaviour we choose e.g, a child may choose to have a tantrum in the supermarket if it means the shopping trip will be cut short.

As adults we need to consider:

What is the expected outcome of the behaviour?

What is the motivation to behave anti-socially?

What is the motivation to behave pro-socially?

What Is the expected adult response?

How can I impact on the child’s choices?

What does the child need to learn? How can I teach it?

Subconscious Behaviour

This is a behaviour that we don’t choose it chooses us.

As adults we need to consider:

Is it developmental, medical or habitual?

What feeling is overwhelming the child?

What experience is causing that feeling?

(How can I manage the child’s experience or feelings?)

An example of this at pre-school we give a 1:1 gentle warning of a change in routine to some children who may find it difficult to come in from outside or finish an activity. We are preparing them gently to be able to manage their own feelings.

* Staff use this approach to consider the causes of the behaviour to enable them to plan and respond appropriately. The Herts Steps programme provides an assessment/planning tool called “roots and fruits” to assist adults in this area.
* When a child repeats a difficult and/or dangerous behaviour we will observe, monitor and use an ABC approach to see if there is an event or activity (A) that occurs before a particular behaviour (B) and the consequence of this action (C). Recording this should help staff put support strategies in place for an appropriate response. We may also use the Herts Anxiety Mapping chart to help us.
* When faced with difficult and/or dangerous behaviour staff respond using some of strategies from Herts Steps Training to support the child.

In pre-school these may involve:

Limiting choices e.g. play with duplo or playdough, sit on the red button or yellow button on the carpet

De-escalation Script e.g. Use child’s name, acknowledge their feelings, “John, I can see you are feeling sad” Offer help “Tell me about it, I am listening”, Offer a “Get-out” Come with me and .. “

Disempowering Behaviour Ignoring the behaviour if child and other children are at no risk of danger, whilst trying to make other activities going on as interesting as possible to keep other children engaged so the challenging behaviour is not getting all the attention. “You can listen from there”

We avoid situations where children receive adult attention only for inconsiderate or challenging behaviour.

* Staff are also aware that children with SEN may need extra time to process information so will be allowed longer to ‘take up’ information and react.
* Some difficult and/or dangerous behaviours do need consequences, these are used to help the child learn and develop coping strategies / behaviour. These may include: limiting access to play resources, assisting with repairs or completing a task. E.g., Children may need to be shown to draw on whiteboards or paper, but if they continue to draw or paint on furniture or equipment, they will help cleaning it up.

At pre-school we do not use techniques such as ‘time out’ or ‘naughty chair’ and a child will never be sent out of the room by themselves.

* Our aim is to pre-empt the difficult and/or dangerous behaviour and de-escalate, if crisis is reached, we want to manage any risk and prevent harm and after crisis reflect, repair and restore.
* We help a child to understand the effect that their hurtful behaviour has had on another child and to understand that the other child has feelings too and that their own actions will impact on others feelings; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
* The approach used will also depend on age, understanding and developmental stage of the children. Younger children may respond better to simple language (possibly supported with a visual prompt) stop, no hurting, kind hands, guiding them away from situation to another activity whilst focussing attention on the child who has been hurt. Reflect later reminding them what happened simply and consequences.
* If the behaviour continues to reoccur and remain a concern then the key person should liaise with parents to discuss possible reasons for the behaviour, if there are any underlying causes why child may be upset, tired or frustrated e.g., poor sleep, change in family circumstances or routine.
* If a cause is identified then the SENCO and key person will meet with the parents to plan support for the child through developing a nurture plan. If relevant, recommended strategies for supporting the difficult and/or dangerous behaviour both at home and at pre-school 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 so support is consistent. The plan should be monitored and reviewed regularly by the parent/carer, key person and SENCO.
* In cases where we feel that there is a high risk that the child will hurt themselves, other children or staff at Pre-school, then we will consider one to one supervision of the child hurting others. We will have carried out focussed observations, the SENCO and key person will undertake an individual child risk assessment plan using the Herts Steps planning tools.

At this stage we will have requested some additional support and advice from outside agencies and we would be liaising closely with parents of the child to ensure that a consistent approach is adopted and the child receives the necessary support they need.

* If extra support from outside agencies is required the SENCO will ask for additional support and advice from the Inclusion Development Officer and Herts Integrated Services for Learning.
* 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 designated person will contact children’s social services if appropriate, i.e., if a child has been seriously injured, or if there is reason to believe that a child’s challenging behaviour is an indication that they themselves are being abused.
* The designated person will make a written record of the incident, which is kept in the child’s file; in line with the *Safeguarding children, young people and vulnerable adults'* policy.
* Ofsted should be notified if appropriate, i.e., if a child has been seriously injured.
* Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.

**Touch**

* 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” (EYFS).
* 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 in the incident book, which states clearly when and how parents were informed.
* As part of our Herts Steps training, we have been taught safe techniques to support, guide and escort.
* We regularly change children’s nappies a pre-school (please refer to our Nappy Changing Policy) appropriate touch is used to clean the nappy area. All changes are recorded in our change book and countersigned by a second member of staff.
* When we are supporting children who are learning to use the toilet or potty it may be necessary to lift a child onto the toilet or help them with their clothing. We encourage children to wipe their own bottoms but when they are first learning it may be necessary for staff to assist them to do this (please refer to our Nappy Changing Policy). This will be recorded and countersigned by another member of staff in our change book.
* When children need to be changed after spillages from water play, snack, outside play etc. staff will change them in a quick and appropriate manner and this will also be recorded as above.
* Staff will comfort a distressed child by cuddling them, as a way of calming them. We may cuddle the child who has been hurt as a way of comforting and reassuring them. We may also hold and comfort a child who is feeling angry and cross, to help them calm and control their emotions.
* We are aware that some children prefer their own personal space and we would always respect this, they may prefer to sit quietly in a corner until they have calmed down. We would monitor and keep an eye on their safety but not intrude. Once they are ready to engage again, we would suggest a quiet 1:1 activity to reassure them. Or if appropriate encourage them back to the group activity without mentioning the incident at that time.
* In all situations where physical contact between staff and a child takes place, staff must consider the child’s age and level of understanding, the child’s individual characteristics, health and history, and the location where the contact takes place.
* When on short walks we would hold a child’s hand to ensure their safety. If a parent has provided us with reins as extra assurance, we would record this and ask the parent to sign but we would still hold a child’s hand and have the reins as a backup.

**Further guidance**

Special Educational Needs and Disability Code of Practice (DfE 2015)

**Other useful Pre-school Learning Alliance publications**

[Behaviour Matters](https://portal.eyalliance.org.uk/Shop#!prod/1b26e3b2-7364-ea11-a811-000d3a0bad7c/curr/GBP) (Alliance 2016)

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| --- | --- | --- |
| This policy was adopted at a meeting of | Tring Stepping Stones pre-school |  |
| Held on |  |  |
| Date to be reviewed | **June 2024** |  |
| Signed on behalf of the management committee |  |  |
| Name of signatory |  |  |
| Role of signatory (e.g. chair/owner) |  |  |

|  |  |  |
| --- | --- | --- |
| Staff Name | Staff signature | Date the policy was read. |
| Nicola Poulton |  |  |
| Lucy Brittain |  |  |
| Nicola Reynolds |  |  |
| Kim Smith |  |  |
| Nicke Cooke |  |  |
| Jo Davis |  |  |

Changes

Title – no longer Behaviour policy

PSLA statement: attend relevant training to help understand and guide appropriate models of behaviour

TSS statement: Staff will attend relevant training to help understand and guide appropriate models of behaviour and then feedback and provide information to other staff

PSLA statement: Ensure all staff complete the Promoting Positive Behaviour programme, on Educare (<http://pre-school.educare.co.uk/Login.aspx>) TSS added: Have a schedule in place for

September 2015

Procedures - Added as part of induction process after pre-school educare programme

Initial Intervention Approach – The approach used will also depend on age, understaning and development stage of the children. Young children may respond better to a visual prompt and simple language stop, no hurting, kind hands with reflection later as used in the Hertfordshire Steps Behaviour Training.

Step 3 – It may also be agreed that the child should be referred for an Education, Health and Care assessment (See Supporting Children with SEND)

Hurtful Behaviour - In cases where we feel that there is a high risk that the child will hurt other children at Pre-school, then we will consider one to one supervision of the child hurting others. At this stage we will have followed steps 1 and 2 and will be moving to step 3 to request some additional support and advice from outside agencies and we would be liaising closely with parents of the child to ensure that a consistent approach is adopted and the child receives the necessary support.

October 2017- no changes

Nov 2018

Page 1 Taken out that Steps training is refreshed annually as last repeated in 2017, now system has changed and Leader/SENCo will be attending in Spring and then feeding back to staff.

Page 4 Added Herts Anxiety Mapping Chart which is another tool used to identify the antecedents and causes of anxious behaviour

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* November 2019- updated the preschool learning alliance website.
* June 2020 Adjusted team training on Steps to add that two members of staff will in future update staff on Steps training.

 Challenging behaviour has been changed to difficult and/or dangerous behaviours

* May 2022 Changed to say Managers and some staff have attended Steps training and that this approach is part of the induction process for all new staff.
* June 2023 – changed PSLA publications to most recent version. For brevity, the behaviour training is referred to as Hertfordshire Steps, however the programme name was changed in March 2023 to Therapeutic Thinking Hertfordshire Steps.