



Registered Charity No: 1130840
 School Mead, Abbots Langley, Hertfordshire WD5 0LB

Achieving Positive Behaviour and Physical Intervention Policy

We aim to help children take responsibility for their own behaviour. This can be done through a combination of approaches which include:

- Positive role modelling
- Planning a range of interesting and challenging activities
- Setting and enforcing appropriate boundaries and expectations
- Providing positive feedback

We provide a positive, happy, safe and secure environment where our children can feel confident to grow as individuals and learners. Learning to manage their own behaviour is a developmental task that requires support and encouragement. Children need to learn to consider the views, feelings, needs and rights of others and the impact that their behaviour has on other people, places and objects.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.3 Keeping safe	2.2 Parents as partners 2.3 Supporting learning	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

In order to achieve this at Breakspeare Community Preschool:

- All staff, volunteers and students will model positive behaviour by treating children parents and one another with friendliness, care, kindness and courtesy.
- All members of our community will apply these guidelines consistently.
- We familiarise all staff, volunteers, children, parents and students with our policy and its guidelines.

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- We work in partnership with a child's parent/carer and ask to be regularly informed about their behaviour.
- We recognise that codes for interacting with others can vary between cultures and requires staff to be sensitive to and respect those used by members of the setting.
- A strong emphasis is placed on positive behaviours such as showing kindness to others, sharing and helping.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group so they feel valued and welcome.
- We avoid situations where children receive adult attention only in return for inconsiderate behaviour.
- We will help children learn to empathise with others.

Children under Three:

- We recognise that very young children are unable to regulate their own emotions, such as fear, anger and distress.
- We recognise that common inconsiderate or hurtful behaviours of young children include biting, fighting and tantrums.
- We focus on ensuring every child has an attachment figure in the setting, usually the Key Person who will build a strong relationship with the child to provide security.

Rough and Tumble Play:

- We recognise that teasing and rough and tumble play is normal for young children and acceptable within limits. This kind of play is pro-social and not problematic or aggressive.
- We agree acceptable strategies with the children to contain the play that are understood by them so that children are not hurt.

Hurtful Behaviour/Biting:

- We recognise that for children under 5, hurtful behaviour is momentary, spontaneous and without thought to the feelings of the person they have hurt.

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- We recognise that young children have not developed the means to manage the intense feelings that may overwhelm them.
- We undertake to help children manage these feelings as they do not have the biological or cognitive means to do this themselves.

Early Support

- We use Early Support to coordinate services around children with additional needs to ensure the best outcomes for the child and family.
- We keep the child and family at the centre of the process and ensure continuity with a lead professional coordinating the Team Around the Family.
- We ensure that we communicate clearly. We will be honest and realistic about what we are able to deliver and ensure that the staff involved with the child have, the appropriate skills and training.

We consistently use the following strategies in the setting with all children:

- We expect all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour by helping children find solutions in ways appropriate for the children's ages and stages of development. Staff will be sensitive that some behaviour issues arise from a child's additional needs.
- We ensure there are enough resources and sufficient activities available so that children are meaningfully occupied.
- Kindness and a willingness to share is recognised, encouraged and celebrated with verbal praise and rewards such as stickers, helpful hands stars and kindness hearts.
- We will tune into the content of a child's play and try to suggest alternative routes for the play to develop away from destructive, conflicting or violent play.
- We use picture prompts where appropriate to help the child's understanding.
- We verbalise positive strategies for children to learn problem solving, appreciating that these will need to be repeated, supported by all adults and with clear boundaries.
- We never use physical or corporal punishment.
- We never single out or humiliate individual children.

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- We name feelings the children experience, helping them express them. We help children manage their feelings, talking about them, helping to resolve issues and promote understanding using resources in the setting.
- We use physical restraint in the form of 'holding' only to prevent physical injury to children or adults and/or to prevent serious damage to property.
- We use the term STOP, accompanied with a hand signal to indicate to children that the behaviour they are engaging in is inappropriate. We explain to children in a quiet and gentle manner the outcomes of their behaviour, offering comfort for intense emotions and support them to manage them more appropriately. We support and calm the child who has behaved inappropriately, as well as the one who has been hurt. This helps the child's brain return to a normal state thus helping the physiological response system that will help the child manage their own feelings.
- To calm pre-verbal children we hold and cuddle them, verbal children respond to this too with the addition of offering them an explanation and discussion about the incident.

Step A

- If a child has been warned more than once about their behaviour and they continue to exhibit such behaviour, they will be removed from the activity. We use a calm down time strategy where a child stays with an adult for a short time following an instance of unwanted behaviour. Once they have calmed, they will be invited to play somewhere else.
- Information regarding unwanted behaviour will be shared amongst staff to ensure consistency and fairness in our approach.
- We help a child understand the effect their hurtful behaviour has had on another child, we do not force children to say sorry but encourage it where it is clear that the child is genuinely sorry and wish to show this to the person they have hurt.
- Details of a deliberate event where another child has become hurt are recorded in the incident file, shared with the parent, the setting leader and person responsible for behaviour so that further action can be agreed.

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The incident file is filed in the child's personal file. An incident requires a phone call to both parents/carers to inform them of what has happened and to ask that they sign incident or accident forms when they collect their child.

- We take all incidents very seriously: actions will be discussed and agreed with the parent/carer. We will make it clear immediately that any form of abuse is unacceptable, ensuring no personal blame is attached.
- If hurtful behaviour is frequent, staff will liaise with parents and carers and use their professional judgment on how best to proceed. They will give consideration to how frequent the behaviour has been during a session or over the course of a week and any external factors that need to be considered. In discussion with the staff member responsible for behaviour in the setting, a judgement will be made on whether to continue with Step A or proceed to Step B.

Step B

- We will use the ABC chart (Antecedent, Behavioural, Consequence) as a way of problem solving for a period of 3 weeks and we work with the parent to identify a cause and find a solution.
- We focus on positive behaviour, rewarding good behaviour and giving the child opportunities to receive praise and engage in positive interactions. Staff continue to model positive behaviour.
- We may make reasonable adjustments to the routine, use visuals or stickers, use sensory objects or redistribute staff throughout the setting to support the child.
- If 3 incidents are recorded during the course of a term *or* after a period of 3 weeks of positive focus on behaviour there is no improvement *or* there is one incident where their behaviour is deemed as a risk to other in the setting, we will move to Step C.

Step C

- A behaviour management plan is put in place and all staff will be informed of the strategies being used with the child to provide consistency.

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- A behaviour management plan is implemented for 6 weeks. After this period the plan is reviewed. If the plan is successful, we would continue to monitor for a further 6 weeks.
- If unsuccessful, we will move to step D.

Step D

- We will make a referral to the Local Authority SEND team including Advisory teachers, Inclusion Development Officers and Integrated Services for Learning. This helps us to ensure our behaviour plan represents age appropriate and reasonable targets. We would also evaluate and adapt the strategies and implement a new 6 week plan while we await contact from them.
- In the case of persistent behaviour or an extreme incident which causes distress to another child or member of staff we may suspend a child while we look at an appropriate way to proceed. This may include putting additional measures in place.
- In the event that an extreme incident occurs or persistent behaviour fails to improve or continues to cause distress to another child or member of staff, we may have to consider the child's continued attendance.

Physical Intervention

Our focus is always on positive strategies however, there are very occasional times when a child's behaviour presents particular challenges that may require physical handling.

Definitions

There are three main types of physical handling.

1. *Positive Handling* - The positive use of touch is a normal part of human interaction. Touch might be appropriate in a range of situations

- Giving guidance to children (such as how to hold a paintbrush or when climbing)
- Providing emotional support (such as placing an arm around a distressed child)
- Physical care (such as first aid or toileting)

We exercise appropriate care when using touch.

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2. *Physical intervention* - Physical intervention can include mechanical and environmental means such as locked doors, fridge locks or gates. These may be appropriate ways of ensuring a child's safety.

3. *Restrictive physical intervention* - This is when we need to use physical force intentionally to restrict a child's movement against his or her will. In most cases this will be through the use of the adult's body rather than mechanical or environmental methods.

Restrictive physical handling will be used in the context of positive behaviour management approaches. We will only use restrictive physical intervention in extreme circumstances. It is not the preferred way of managing children's behaviour and will only be used as part of our achieving positive behaviour framework.

We will do all we can in order to avoid using restrictive physical intervention and it will only be used when we believe its use is in the child's best interest: their needs are paramount.

For example:

- Someone is injuring themselves or others
- Someone is damaging property
- There is suspicion that although injury, damage or other crime has not yet happened, it is about to happen.

When restrictive physical intervention is used, it is used within the principle of reasonable minimal force in proportion to the circumstances. We will use as little restrictive force as necessary in order to maintain safety. We will use this for as short a period as possible.

The aim in using restrictive physical intervention is to restore safety, both for the child and those around him or her.

We will:

- Aim for side-by-side contact with the child.

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- Aim for no gap between the adult's and child's body.
- Aim to keep the adult's back as straight as possible.
- Hold children by 'long' bones i.e. avoid grasping at joints where pain and damage are most likely.
- Ensure that there is no restriction to the child's ability to breathe.
- Avoid lifting children.

Recording and reporting

We will record any use of restrictive physical intervention and share this with a parent/ carer.

Supporting and reviewing

It is distressing to be involved in a restrictive physical intervention, whether as the person doing the holding, the child being held or someone observing or hearing about what has happened. Support will be given to all those who were involved.

In an emergency we will do our best within their duty of care and using reasonable minimal force. After an emergency the situation is reviewed and plans for an appropriate future response are made. If it was necessary to stop a child hurting themselves, for example falling, we will review the activity or equipment and the associated risk assessments. If it was part of a child's ongoing behaviour plan, this will be reviewed so that the risk of needing to use restrictive physical intervention again is reduced.

Monitoring

Monitoring the use of restrictive physical intervention will help identify trends and therefore help develop our ability to meet the needs of children without using restrictive physical intervention. This will be done through keeping records and ongoing discussions. We will also seek support from our Area SENCO where appropriate.

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Complaints:

Where anyone (child, parent, carer) has a concern, this should be reported to the Preschool Leader or Deputy Preschool Leader and the complaint will be dealt with in accordance with our Safeguarding (Child Protection) policy

Jane Jeffs is responsible for monitoring behaviour in the setting. She will keep up to date with legislation and research on promoting positive behaviour and handling children’s behaviour when support is necessary. Pre-school will ensure she has access to relevant training and that the relevant information is shared among staff in the setting.

This policy was adopted at a meeting of Breakspeare Community Pre-School held on:.....

Signed on behalf of the Committee:

Name: Signature:.....

Signed on behalf of the Preschool

Name: Signature:

Further Guidance: Special Educational Needs Code of Practice (DfES 2014)

This Policy will be reviewed annually in November.

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