



Registered Charity No.: 1155711

Promoting Positive Behaviour Policy

Policy Statement

At St Martin's Pre-School we are committed to providing a safe, inclusive and supportive environment for all children. We recognise that behaviour is a form of communication and that young children are still developing the skills required for emotional regulation, communication, and social interaction.

In line with the Early Years Foundation Stage (EYFS) Statutory Framework, we aim to support children through positive behaviour strategies, early intervention and partnership with parents.

We believe that children flourish best when their personal, social and emotional skills and well-being are understood, supported and met and where there are clear and developmentally appropriate expectations for their behaviour. A keyperson who understands children's needs, their level of development, personal characteristics, and specific circumstances, supports this development. This ensures children's individual needs are understood and supported.

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 SENCO/key person using a stepped approach which aims to resolve the issue and/or avoid the behaviour escalating and causing further harm.

This can be an unsettling time for young children. Educators 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, educators take into consideration the many factors that may be affecting them. Staff can help to identify and address triggers for the unwanted behaviour and help children reflect, regulate and manage their actions; whilst supporting their social and emotional well-being. This is done in partnership with the child's parents/carers and the principles of this procedure are adhered to.

The Manager / SENCO / ELSA (Emotional Literacy Support Assistant) will:

- ensure that all new staff attend training on behaviour management such as that available on EYA Central

- help staff to implement procedure Promoting Positive Behaviour in their everyday practice.
- advise staff on how to address behaviour issues and how to access expert advice if needed

The most important resource in our Pre-School are responsive adults who support the children through their interactions with them, their parents and carers.

Rewards and sanctions

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 immediate results for the adult but do not teach a child how to act when a 'prize' is not being given or provide the skills to manage situations and emotions themselves. Instead, a child is taught to be 'compliant' and respond to meet adult expectations to obtain a reward (or for fear of a sanction). If used the type of rewards and their functions must be carefully considered.

Children are never labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group to be left 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. They should be taken to a quiet area by their key person for up to five minutes to help them calm down 'Thinking Time in'. 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 staff become aware that another person has given corporal punishment to a child, they follow Safeguarding Children Policy and Procedure. Physical intervention to safeguard a child/children must be carried out as per the guidance in this procedure.

Procedures

To manage children's behaviour in an appropriate way our Pre-School will:

- ensure that the Manager, Deputy Manager, SENCO and ELSA, along with other relevant staff members, are knowledgeable with and apply the procedure Promoting Positive Behaviour.
- ensure all staff have a realistic approach and expectations towards the children they are caring for. This will be explained to new staff as part of their induction.
- ELSA will support in providing strategies and insights that can be integrated to promote positive behaviour.
- ensure all staff have appropriate training and support to understand the development of young children.
- ELSA will support in implementing the Pre-School's behaviour procedures, including stepped approach.
- have the necessary skills to support staff who are dealing with behaviour issues to access expert advice, if necessary.

- ensure that all staff have training on promoting positive behaviour and supporting the social and emotional well-being of children.
- ensure consistent appropriate behavioural expectations and routines are in place.
- adapt behavioural expectations and routines when necessary to reflect individual needs or the needs of the group.
- ensure children and staff are aware of behavioural expectations and routines.

Step 1 – Preparation – Stepped Approach

- We will ensure that EYFS guidance relating to 'behaviour management' is incorporated into relevant policy and procedures.
- We will be knowledgeable with and apply the Pre-School's procedures on Promoting Positive Behaviour.
- We will ensure that staff are able to understand and apply relevant intervention approaches.
- Unwanted behaviours will be addressed using an agreed and consistently applied approach to de-escalate situations.
- Behaviours that result in concern for the child and/or others must be discussed by the key person, ELSA, SENCo and Manager. 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 pre-school. If relevant, a 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.

Step 2 – Addressing Unwanted Behaviour

- If the behaviour remains a concern, then the key person and ELSA and SENCO must liaise with the parents to try to discover possible reasons for the behaviour and to agree next steps. If relevant and appropriate the views of the child must be sought and considered to help identify a cause.
- If a cause for the behaviour is not known or only occurs whilst at pre-school, then the ELSA / Manager/SENCO must suggest using a focused intervention approach to identifying a trigger for the behaviour such as the ABC approach, i.e. Antecedents – what happened before; Behaviour – what was the behaviour observed; Consequences – what happened after the event.
- If a trigger is identified, then the ELSA, SENCO and key person must meet with the parents to plan support for the child through a graduated approach via SEN support.
- 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 child harmed and the

parents of the child responsible must be informed. If a staff member has applied a physical intervention, they must follow the guidance as set out below. The designated person must complete a Physical Intervention 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 their specific child.
- If relevant, actions for dealing with the behaviour at home will be agreed with parents and incorporated into the action plan. Other staff will be informed of the agreed interventions and help implement the actions. The plan must be monitored and reviewed regularly by the key person, ELSA and SENCO until improvement is noticed.
- Incidents and intervention relating to unwanted/challenging behaviour by children must be clearly and appropriately logged.

STEP 3 – Addressing Recurring Unwanted Behaviour

- If, despite applying the initial intervention to deescalate situations and focused intervention approaches to identify triggers, the child's behaviour continues to occur and/or is of significant concern, then the ELSA, SENCO and key person will invite the parents to a meeting to discuss external referral and next steps for supporting the child.
- It may be agreed that that the pre-school request support from the Surrey Early Years Advisor and / or other specialist services such as the area SEND advisor. This will help address most developmental or welfare concerns. If the behaviour is part of other welfare concerns that include a concern that the child may be suffering or likely to suffer significant harm, the Safeguarding Children Policy and Procedure, must be followed immediately.
- Advice provided by external agencies would be incorporated into the child's action plan and regular multi-agency meetings held to discuss 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 children as part of their interactions, 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 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 using the adult’s body gently and safely blocking the child from access to danger or to prevent danger.

To physically intervene, an educator may use “reasonable force” to protect a child from injuring themselves or others. Legally an educator 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 use as little force as necessary to maintain safety. 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 e.g. British Institute of Learning Disabilities www.bild.org.uk/

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 an educator 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, an educator needs to decide 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 were 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 Physical Intervention 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 designated person decides 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 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 and Exclusion

Temporary suspension or exclusion will always be considered a last resort and will only occur where:

- The safety or wellbeing of children or staff is at risk
- All reasonable strategies and support measures have been exhausted
- Continued attendance would significantly disrupt the learning environment

The pre-school will always consider its duties under the Equality Act 2010, ensuring that children with Special Educational Needs or Disabilities (SEND) are not discriminated against and that reasonable adjustments are made wherever possible.

Temporary suspension and exclusion may be considered where a child:

- Repeatedly displays serious physical aggression towards children or staff
- Causes significant risk of injury
- Demonstrates behaviour that cannot be safely managed within the staff ratio
- Continues to display unsafe behaviour despite support strategies
- Causes persistent disruption that significantly affects the safety and wellbeing of others

Examples may include:

- Biting
- Hitting or punching
- Pushing children over
- Throwing objects with intent to harm
- Repeated unsafe behaviours that place others at risk

Temporary suspension (fixed term)

Any decision to temporarily suspend a child must be carefully considered, lawful, reasonable and fair. The pre-school may implement a temporary suspension if a child's behaviour presents an immediate and significant risk to safety.

This may occur where:

- Serious injury has occurred
- Behaviour is escalating rapidly
- The setting is unable to safely support the child within staffing ratios

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 Pre-School Manager provides a written request to suspend a child to the Chairperson; the request must detail the reason why the child must be suspended and the length of time of the proposed suspension.
- If the Chairperson 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 Pre-School Manager must give both verbal and written notice of time-related suspension to the parent, meanwhile the Manager 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 based on 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 Pre-School 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 within their SEN Support plan.

Before temporary suspension is considered the setting will ensure:

- Reasonable adjustments have been made
- SEND support strategies have been implemented
- Professional advice has been sought where possible

If little or no progress is made during the suspension period, the following steps are taken:

- The Pre-School Manager 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 Manager continues to maintain weekly contact with the parents and local authority to seek a solution.
- Suitable arrangements offer the parents continued support and advice during the suspension. The Manager reviews the situation fortnightly and provides the Committee Chair with a monthly update.

Permanent Exclusion

Permanent exclusion will only be considered when:

- All reasonable strategies and interventions have been attempted
- The child's behaviour continues to present a serious risk to others
- The setting is unable to safely meet the child's needs
- The pre-school cannot protect the health, safety and wellbeing of the child and/or others

Before a permanent exclusion decision is made:

- Parents will be invited to a formal meeting
- Evidence of support strategies will be reviewed
- Advice from external professionals will be considered where possible

The setting will support the family in seeking alternative provision or specialist support.

Appeals

Parents have the right to:

- Request a meeting with the pre-school manager and Committee Chairperson
- Discuss concerns regarding the decision
- Seek support from the Local Authority Early Years team if needed

Challenging unwanted behaviour from adults

We do not tolerate behaviour demonstrating dislike, prejudice, discriminatory attitudes, or action towards any individual/group. This includes those living outside the UK (xenophobia). This also applies to behaviour towards specific groups of people and individuals who are British Citizens residing in the UK.

Allegations of discriminatory remarks or behaviour made 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 persons whilst on the premises, this is recorded on the child's file and is reported to the Manager. The procedure is explained and the parent is 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 discriminatory or prejudiced ways; the third stage may be consideration of withdrawing the child's place.

Further guidance

[Behaviour Matters](#) (Alliance publications)

Date:	April 26
Signed:	Hayley Simms
Role of signatory:	Chairperson