Beechoak Farm Montessori Pre-school

Equality of Opportunity

4.3 Promoting Positive Behaviour

Policy statement

Positive behaviour is located within the context of the development of children's personal, social and emotional skills and well-being. A key person who understands children's needs, their levels of development, personal characteristics, and specific circumstances, supports this development. This ensures children's individual needs are understood and supported. Every child needs a safe, secure environment with clear boundaries and expectations to enable them to flourish.

It is important to encourage each child to consider the needs and rights, beliefs and feelings of others and the impact that their actions have on those and the environment around them. Each child needs encouragement, support and appropriate role models to be successful in this task.

Procedures

- Our behaviour coordinator (Jenny Harrison) oversees all children's personal, social and emotional development, including issues concerning behaviour. She is required to :
    - Keep up to date with current legislation, research and thinking on ways to promote positive behaviour and how to handle children's behaviour where it may require additional support.
    - Access advice from outside agencies and attend courses regarding promoting positive behaviour within Beechoak Farm
    - Ensure that any information is cascaded down to other staff members
    - Support staff to implement our promoting positive behaviour policy
- The manager will ensure that all new staff complete training on behaviour management and ensure that all staff are knowledgeable with and apply the setting's procedures on Promoting Positive Behaviour.
- 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.
- 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 Behaviour Coordinator using a stepped approach which aims to resolve the issue and/or avoid the behaviour escalating and causing further harm.

Rewards & Sanctions

- We are aware that that the same problem may happen again and again before skills such as sharing and turn-taking develop, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We acknowledge considerate behaviour such as kindness and sharing and ensure that activities are plentiful and interesting.
- We support each child to develop self-esteem, confidence and feelings of success and plan activities to compliment this.
- We ensure that each child develops a sense of belonging and feels that they are a valued member of Beechoak Farm. Each child is encouraged to build a close relationship with every member of staff at Beechoak where we strive to build a family atmosphere.
- We encourage praise of children who display appropriate behaviour and ignore unwanted behaviour unless the child is endangering themselves or others.
- We require that everyone at Beechoak Farm use positive strategies for handling any unwanted behaviour and help the child to find a solution to it. Such solutions could involve supporting the child to calm down and use a more appropriate way to solve the situation next time.
- We do not raise our voices or shout in a threatening way to respond to children's behaviour.
- We do not use techniques that label, single out or humiliate children.
- We never isolate a child by removing them from the group or leave them alone in 'time out' or on a 'naughty chair'. However, if necessary children can be accompanied and removed from the group in order to calm down and if appropriate helped to 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 our Safeguarding children, young people and vulnerable adults procedures. Physical intervention to safeguard a child/children must be carried out as per the guidance in this procedure.

Step 1

- The setting manager, Behaviour Coordinator and other relevant staff members are knowledgeable with and apply the Promoting positive behaviour procedure.
- Unwanted behaviours are addressed using an agreed and consistently applied approach to deescalate situations
- Behaviours that result in concern for the child and/or others must be discussed by the key person, setting manager and Behaviour Coordinator. 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 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

- If the behaviour remains a concern, then the key person and Behaviour coordinator 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 in the setting, then the setting manager/Behaviour coordinator 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 Behaviour coordinator 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 victim of the behaviour and the parents of the perpetrator must be informed. If the setting has applied a physical intervention, they must follow the guidance as set out below. The designated person completes a Safeguarding incident reporting form and contacts 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 action plan. Other staff are informed of the agreed interventions and help implement the actions. The plan must be monitored and reviewed regularly by the key person/Behaviour coordinator until improvement is noticed.

Step 3

If despite applying initial intervention to deescalate situations and focused interventions to identify triggers the child's behaviour continues to occur and/or is of significant concern, 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 setting

request support from specialist services such as the Inclusion partner. 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, safeguarding procedures must be followed immediately.

- Advice provided by external agencies is incorporated into the one plan and regular meetings are 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 setting 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 will only be applied in exceptional circumstances.
- Physical intervention from a staff member towards a child may be used only 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.
- 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, 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.

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 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 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

Any decision to temporarily suspend a child 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 setting manager provides a written request to suspend a child to setting owner; the request must detail the reason why the child must be suspended and the length of time of the proposed suspension.
- If the setting owner 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 setting manager must give both verbal and written notice of time related suspension to the parent, meanwhile the setting manager must ensure that continued resolution is sought and suitable adjustments are in place for the child's return.

Expulsion

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

- if despite applying a range of interventions (including reasonable adjustments), the setting 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.

Rough and Tumble play

- Young children often take part in play that they have seen on television such as Power Rangers and Transformers; some children appear pre-occupied with these

games. Their behaviour is not harmful but at times can be seen as inconsiderate to others. In those situations, the following procedure will be adopted.

- These games will have acceptable boundaries that all staff and children are aware of to ensure that nobody is hurt.
- We discourage violent and aggressive actions and encourage the children to consider aspects of right and wrong through this type of play
- We watch the play closely at all times and suggest alternative strategies when needed to encourage problem solving skills and teamwork.

Challenging unwanted behaviour from adults in the setting

- We will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group.
- Allegations of discriminatory remarks or behaviour made in the setting 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 and in the case of a staff member, disciplinary measures being taken.
- 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 setting manager. 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 will be withdrawing the child's place.

This policy was adopted by staff at Beechoak Farm Montessori preschool.
Held on 2nd December 2025
Date to be reviewed December 2026
Signed on behalf of Beechoak Farm Montessori by

Charlotte Muggleton & Hayley Majeika
Proprietor Manager