



Eastwood at the heart of community with community at heart

Policy: Behaviour and Positive Touch

Date Adopted:
March 2017

Policy Category:
Children

To be revised :
March 2019

Definition:

Behaviour and Self Control are aspects of Personal, Social and Emotional Development and therefore prime areas of the curriculum for young children. Provision at Eastwood aims to help children learn to manage their feelings and behaviours, to have a strong sense of well-being, to develop self-control and to have very positive interactions and experiences with others.

At some points in early childhood, children may experience difficulties and Eastwood staff may need to take long, medium and short-term approaches to help children to be safe, keep others safe and learn to manage situations with positive strategies.

Eastwood promotes positive, appropriate and reassuring touch between adults and children. At times children may need to be taken away from situations in which they or other could come to harm or be prevented from moving to an area where they or others could come to harm. These physical interventions should also be positive and seek to protect children and adults from harm, discomfort or alarm.

Rationale:

Our aim is to always act in the best interests of the child and of the children overall. Our approach to promoting positive behaviour and dealing with dangerous and unacceptable behaviour must be rooted in this principle.

If children experience difficulties with their own or with other children's behaviour this can affect progress across all of the areas of learning. Equally children need to make good rates of progress in their personal, social and emotional development and learning positive behaviours is in itself making good progress.

Our policy is in place in order to ensure that children, parents, carers and all staff understand the approaches we will use to help all children make good rates of progress in terms of behaviour..

Aims:

- We aim to ensure that interventions from adults to manage behaviours are respectful, consistent, fair, positive and are within a framework of continual learning- taking any incident as a learning opportunity.
- Ensure that children are safe from harm and experiences that will damage their sense of

wellbeing.

- Avoid the need for 'rules' but instead focus on children's rights to be safe, happy and experience wellbeing at Eastwood.
- Avoid the need for sanctions, rewards and time-out which can confuse young children and instead focus on helping children understand about the importance of respect for others, consequences and positive choices.
- Involve parents in helping children make good progress with behaviour and ensure that they are informed and involved where there is a concern.
- Ensure that all children are fully included and have their needs met whilst ensuring that all children and adults are safe.
- Provide appropriate training for staff so that they are able to manage suitable control and positive touch approaches when dealing with young children.
- We aim to ensure that physical contact between adults and children is appropriate, reassuring and contributes to the child's wellbeing taking verbal and non-verbal clues about children's consent to touch and ensuring interaction is positive and respectful
- We aim to only restrain and move children where it is necessary to ensure that they are learning, making progress, are being kept safe or to ensure that other children are safe. Wherever appropriate consent should be sought and intervention must be calm, respectful, kind and acting in the child's best interests
- We aim to protect our staff by providing appropriate training and to avoid situations where they may need to intervene physically with children without other staff members being present to observe and support

Objectives:

At Eastwood adults will help children to manage their behaviours in positive and consistent ways by: -

- Supporting and encouraging self-discipline and autonomy in children, and preventing and de-escalating challenging behaviour
- Using touch as a warm, reassuring and positive interaction and ensuring touch between adults and children is professional, in the presence of other adults wherever possible and positive in how it is provided and in outcome
- Providing good, respecting role models at all times
- Helping children see the consequence of their actions
- Prevention - We often see situations as they build up and can take action to prevent them arising or worsening
- Working with parents on matters relating to behaviour and informing them early should we have concerns and need to develop a risk assessment or behaviour plan
- Setting reasonable expectations that have been discussed with the child, parents and carers, establishing clear boundaries, using appropriate communication, verbal, signs or symbols and appreciating and praising children's efforts.
- Encouraging and promoting positive behaviour, giving children every chance and encouragement to develop the skills they need to work well with another child or children and giving children respect at all times
- Actively helping children to manage their behaviour and to value and respect their own contribution and that of others. Not leaving children alone but de-escalating situations and preventing challenging behaviour from arising.
- Setting clear, realistic, relevant, age-appropriate and consistent boundaries
- Never humiliating children
- Never ignoring unwanted or inappropriate behaviour but avoiding giving undue attention and unintended reward
- Only removing children from learning and play for short periods until the child can engage positively again

- Helping children to reflect on difficult situations at an appropriate time and when they are ready
- Avoiding meaningless demands for children to say sorry to one another
- Avoiding confrontation whenever possible through de-escalation and preventive strategies
- Staying calm when confrontation is unavoidable- never losing temper, never shouting, never modelling inappropriate behaviour
- Remaining positive and good-humoured and keeping interaction and intervention proportionate, professional and respectful to children
- Avoiding inappropriate demands on them or unrealistic expectations (such as the length of time they will not be involved in active learning)
- Using intrinsic rewards rather than extrinsic rewards
- Ensuring that children are physically comfortable and have opportunities to rest and be quiet when this is what they need
- Where appropriate, take a diagnostic approach, discussing issues with colleagues, using diagnostic tools such as 'Antecedents, Behaviour, Consequences' (ABC), the Early Help Assessment or working with multi-agency partners such as Educational Psychologists, Dance and Movement Therapist or CAMHS Psychotherapist
- Where appropriate, and with consent, providing specialist input and therapy to help children make progress with their behaviour and wellbeing
- Operating within the framework laid down in DFE Guidance 'Use of Reasonable Force in Schools' (July 2013) and only using positive touch or control techniques when trained to do so.
- Avoiding picking up and moving children without their permission or consent wherever possible- asking children to move position or to sit down is better than moving them without explanation
- Providing accredited training such as Positive Touch, MAPA training or similar so that sufficient staff members are trained and can intervene to restrain or move children safely and within the terms of this policy

Written By: Curriculum and Achievement Committee March 2017

Signatures:

Chair of Governors:

Head Teacher

March term 2017