



Dane Ghyll Community Primary School and Nursery

EYFS Guidance

Challenging behaviour: What can I do to help?

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1. Introduction

This booklet is a guide for anyone working with children in the Early Years (0-5 years) who is dealing with challenging behaviour. This guide provides a quick and easy way to decide what to do to support a child.

Ideally, the strategies suggested should be discussed and agreed as part of a meeting of key adults. In this meeting, concerns are shared, thought about and a plan of action is put together.

This guidance is based on a positive approach to behaviour management and the importance of understanding what a young child is communicating through their behaviour.

2. Promoting positive behaviour

- Stimulating and safe environment.
- Positive adult/ child relationship
- Behaviour management strategies

It is important when considering a child's behaviour to look at factors in the setting they are in that could be influencing their behaviour before looking for strategies to "fix the problem". The 2 key areas to consider are the environment and relationships.

The environment, both indoor and outdoor, plays an important role in the development of babies and young children for their earliest experiences. Getting it right can make a huge difference to the behaviour of the children in your care. Environments are not just the physical spaces, but also the atmosphere created through warm and caring relationships. When relationships are positive, children feel secure and listened to, they thrive socially and emotionally. It is then an useful tool to observe what happens in a setting and look at the quality of the environment and relationships.

3. Behaviour policy

Each setting needs to have and follow a behaviour policy. This should set out expectations for everyone's behaviour in the setting (including the adults) It should outline the strategies that will be used to guide children's behaviour.

A set of positively framed rules should be agreed and put up around the setting. It is best to only have a few simple rules so that children can understand them. For example:

- We are kind to one another
- We share and look after our toys
- We listen to each other and work together to sort out problems
- We take turns when playing with toys

They should be displayed in prominent places and referred to each day. Pictures should be added to illustrate them (It might be a good idea to get the children to illustrate them, or photos of children following them are even better)

For guidance on writing a Behaviour policy – see the EYFS statutory framework or do an internet search with the heading “sample early years behaviour policy”

Routines are important to help children feel safe and settled in their environment (pyramid) There are many printable signs and visual prompts that can be used to illustrate both rules and routines.

4. The significance of language development

A large number of children who are described as having behaviour difficulties have difficulties with their language and communication. Instead of being able to say, Can I have a turn please? They often push/hit other children or snatch things from them as they have no other way to communicate their needs. This may be because they do not have an understanding of English or because they have a language delay or disorder. When looking for ideas to support these children an approach known as “commenting” is a valuable way to help them learn language. This “commenting” does not need to be constant nor overwhelming to the child but appropriate and specific to the child’s level of understanding. It is advocated by speech and language therapists.

COMMENTING - is when the adult notices what the child does without questioning or criticising. Comments can be about things that you or the child are doing. When an adult plays with a child the conversation tends to take form of questions. The art of commenting is to avoid asking questions but make comments on the simple activities the child is doing; following their lead rather than directing their play. It allows for the adult to get into the world of a child. The idea sounds very simple but it is a skill that takes a while to develop first. Here are some samples of commenting:

- You are stacking the blocks high.
- When I bath the baby I am going to dress her up nicely.
- I like your spotty jumper.
- You are painting the sky blue.
- That’s a good idea; dolly would like a cup of tea too please.

DON’T issue any instructions and ask loads of questions (how many, do you have any?)

DO describe the child’s play or behaviour, describe your own play, sometimes say nothing.

Referrals for speech and language support:

They will be specific to your own school or children’s services.

5. Working with parents and carers

It is essential that families are involved as much as possible in every part of the planning for their children. They are frequently the most powerful tool in helping to change behaviour. The more they are consulted at each stage of their child's development, the more likely it is that their child will achieve their full potential.

Simple factors that support this partnership are detailed below:

- Making parents feel welcome each time they come to the nursery/ reception class.
- Inviting them in for special events and open days.
- Taking time to chat to them about any issues outside nursery that could influence their child's behaviour.
- Allocating each child a key worker and making sure that the parent knows who this is if they need to contact them or discuss things.
- Ensuring there is plenty of information available for parents about local support, groups, activities, etc.
- Helping them understand the role of the Nursery and the EYFS

"What parents do is more important than who parents are" The effective provision of Pre- school Education: EPPE 2004"

6. Strategies for dealing with different types of challenging behaviour

Biting

Biting is reasonably common in toddlers up to 2 ½ years old, but it is a behaviour that causes lots of concerns amongst adults and needs to be discouraged. It is important to try to understand why the child is biting and teach alternative solutions.

<p>Information collection</p> <p>When does it happen? How often does it happen? With whom does it happen? What else is happening at the same time? When does it not happen?</p>	<p>What is the child trying to communicate?</p>
	<p>What alternative behaviours can we encourage?</p>
	<p>Are there any child protection issues or concerns?</p>

If not

If yes: Discuss with child protection key person

<p>Have I discussed this with parents/carers? Have we agreed joint approaches to his behaviour?</p>	
<p>Have I discussed this with other people in my team? Have we agreed ways forward?</p>	
<p>Draw up a smart plan "pupil passport" and arrange a review date</p>	

Strategies:

- Trying to divert or distract the child if you think that they are going to bite (... come and play with the trucks, let's ask Ms Donna for those Peppa Pig pots if she has any)
- Saying "ouch, hurts" with an appropriate facial expression.
- Encouraging child to help looking after the hurt child
- Saying "stop" firmly with an accompanying hand signal.
- Regular input on using gentle hands- can be modelled through play with toys or musical instruments.
- Some children might need alternative things to bite on- especially if they are teething
- Use resources to look at what mouths are used for (laughing, smiling, kissing) and look at mouth shapes in the mirrors.
- Praise the child when they are using their mouth to do the right thing.

- Play “pull a funny face” (song from the Gruffalo story) or “Brush your teeth” from british council kids.

Remember that children are constantly looking up to you, if you pull a funny face... so they will, remember: ADULT TO MODEL ALL OF THE ABOVE STRATEGIES and more importantly to enjoy and have fun while implementing them.

hitting, Kicking, Pinching or Scratching

Many children arrive at a setting and display these behaviours- directed to peers and adults. These behaviours can cause strong feelings amongst the adults who have to deal with them including annoyance, frustration, anger, embarrassment and upset. These feelings are normal.

<p>Information collection:</p> <p>When does it happen? How often does it happen? How do people respond when it happens? When does the child not behave like this?</p>	<p>What is he trying to communicate?</p>
<p>Have I discussed with parent/carers? Have I got the full picture whether/when this happens at home? Have we agreed joint approaches to this behaviour?</p>	<p>What alternative behaviours can we encourage?</p>
<p>Have I discussed with other people in my team? Have we agreed ways forward?</p>	<p>Are there child protection concerns?</p>

No

Yes

<p>Draw up a “pupil passport” and arrange a review date</p>	<p>Discuss with child protection key person.</p>
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Strategies:

- Establish and teach clear group rules, eg: “We are nice to one another”
- Do small group activities focused around gentle hands, feet, etc. Model to children how to play in different situations and model language of sharing (pretend to be a child)
- Regular reinforcement of positive behaviours (praise, attention, etc)
- Ensure that there are real consequences in place, for example, if we kick, we sit quietly for a short time (timer) away from other children.

- Try distracting and diverting the child- intervene early. (If you watch him/her dealing with a difficult situation, voice out positively how well he is going to share the toys or letting other person getting on the bike)
- Provide activities where children can express their feelings (puppets, animals, circle time, quiet areas)

Refusal

It can be very frustrating when a child refuses to do what is expected of them. Some children are so excited by all the activities around them that they find it difficult to stop. Others are not quite used to doing as asked by adult. Staff need to decide how important their request is and decide what "battles" they are going to have and which as best left.

<p>Information collection</p> <p>Consider the child's age/ developmental stage Are they experiencing particular difficulties (developmental, social, emotional)? Think about what activities they enjoy. Is what is being asked reasonable? Relationships with adults and children</p>	<p>What is the child trying to communicate?</p>
<p>Have I discussed this with the child's parent/carers? Have we agreed some strategies to try and support the child?</p>	<p>What alternative behaviours can we encourage?</p>
<p>Have I discussed this with other people in the setting to agree a collective approach?</p>	<p>Are there any child protection concerns?</p>

No

Yes

<p>Draw up a "pupil passport" and a review date?</p>	<p>Discuss with child protection key adult</p>
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Strategies might include:

- Giving plenty of warning of change- sand timers or visual timetables.
- Using when... then; when you finish then you...
- Choose activities that they like to build up a habit of compliance.
- Shortening the length of time of the activity.
- Change the activity or social grouping.

- Making sure that the activity is appropriate to them.
- Giving lots of positive attention when child participates in adult-led tasks.

Tantrums

Tantrums are normal part of development for most children between the ages of 18 months to 3 years. Often referred to as “the terrible twos” children want things and get very frustrated if they are not given what they want immediately. This often results in them throwing themselves on the floor, kicking, screaming and banging their heads in the hope that this will get them their own way. If adult give children what they want when they have a tantrum, then the children quickly learn that this approach is effective.

<p>Information collection</p> <p>When does this happen? How often? For how long? Under what circumstances? What things distract/calm/motivate this child?</p>	<p>What is the child trying to communicate?</p>
<p>Have I discussed this with parent/carers? If so, ask questions above Have we agreed an approach across home and setting to manage his behaviour.</p>	<p>What alternative behaviours can we encourage?</p>
<p>Have I discussed with colleagues? Have we agreed a collective approach to manage this behaviour?</p>	<p>Is there any child protection concerns?</p>

No

Yes

<p>Draw up a “pupil passport” and a review date?</p>	<p>Discuss with child protection key adult</p>
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Strategies may include:

- Diversion/ distraction- if the tantrum can be spotted early.
- Swapping with another adult- a fresh approach.
- Ignore the tantrum until it is over and the child has calmed down.
- Keep reassuring them: “It is ok”
- Provide a special place where the child can go and calm down.
- A special toy to hold and cuddle.

- Teach the child words they can use to express their feelings and encourage them to use them.
- Get another child to come and play with them.
- Physical intervention should only be used when there is a risk of damage to the child, other children or property.

Inappropriate language

When toddlers swear or use bad language they are usually copying someone they might have heard at home or elsewhere. They do not usually understand what the words mean, but may have noticed the reactions that they get when using them. The more attention they get for using these words, the more likely they will continue using them.

Information collection What is being said? How often is this happening? How do people respond when this happens?	What is the child trying to communicate?
Discussion with parent/carer about how to deal with this language use at home. Explain that you do not use this words in your setting and that you would like their help to stop them being used. This discussion might need some sensitive handling (I know that sometimes us as adults use all kinds of words without even thinking but we need to remember that our children do copy us, that is how they learn. How shall we help to use other words?)	What alternative behaviours can be encouraged?
Have I discussed this with other people in the setting? In my team? Have we agreed ways forward?	Are there any child protection concerns?

No

Yes

Draw up a "pupil passport" and a review date?	Discuss with child protection key adult
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Strategies might include:

- Selective deafness and the occasional "We don't use those words here"
- Ensuring that the same strategy is used at home at the same time. Maybe both parties can choose to ignore everything for a week- but give lots of attention for an agreed alternative behaviour.
- Offer the child alternative words they can use to express themselves.

- Childminders might need to check the language and get the support of any older children that they might look after.
- Activities around "Words are not for hurting" by free spirit publishing.

7. Using time out or thinking time in Early Years:

- With very young children, time out or thinking time should only be used in extreme circumstances.
- The main aim of all staff should be to avoid getting to this point in the first place.

If everything else has failed (praise, modelling, when...then, broken record, language of choice) we recommend the following approach:

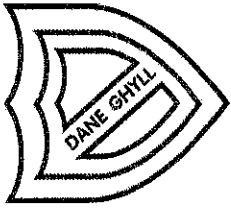
- Time out can be taken by adult's side, wherever they are at that time, inside or outside.
- An adult should speak briefly, clearly and firmly to the child to tell them that what they have done is not nice and is the wrong choice; "what you did was not nice and the wrong thing to do, you now need to be with me until you are ready to join in sensibly"
- The child holds the adult's hand and stays by their side for a few minutes (3 years old= 3 minutes) No talking, they need to know that they are missing out on whatever they were doing before. They are not having a "chat" with the adult... speaking at this time would be considered as a reward.
- Once that thinking time is finished, the adult speaks to child about playing nicely and models the apology together for the child. "I am very sorry that I hurt you, I will not do that again" (do not insist in the first child saying sorry)
- Adults should look for any opportunities for the first child doing the right thing and praising him for it.

The advantages of this approach is that staff do not get involved in battles trying to get an specific child trying to sit on a particular chair, and that the victim becomes the focus of attention and feels that things have dealt with effectively.

8. Looking at our environment and relationships

Date:

Space and furnishings	Rules and routines
Activities	Interactions
Visual prompts	Groupings



9. Appendices

9.1 Antecedent, Behaviour, Consequences (ABC) Form

ANTECEDENT, BEHAVIOUR, CONSEQUENCE (ABC) FORM

DATE	TIME	PLACE/CONTEXT	LESSON/ACTIVITY	ANTECEDENTS - POSSIBLE TRIGGERS	BEHAVIOUR OF CONCERN	CONSEQUENCES (and did this stop the behaviour?)

STUDENT RISK ASSESSMENT / BEHAVIOUR MANAGEMENT PLAN

Pupil Name		DOB	
School		Year Group	

TRIGGERS					
Risk: <input checked="" type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High <input type="checkbox"/>					
Specific Hazardous Behaviours: 1.					
Specific Strategies: 1.					
De-escalation/Intervention:					
	TRY	AVOID		TRY	AVOID
Clear Instructions	<input type="checkbox"/>	<input type="checkbox"/>	Hold (wrap/double elbow/figure of four)	<input type="checkbox"/>	<input type="checkbox"/>
Verbal Advice & support	<input type="checkbox"/>	<input type="checkbox"/>	Take up time	<input type="checkbox"/>	<input type="checkbox"/>
Negotiation	<input type="checkbox"/>	<input type="checkbox"/>	Withdrawal offered	<input type="checkbox"/>	<input type="checkbox"/>
Limited Choices	<input type="checkbox"/>	<input type="checkbox"/>	Withdrawal directed	<input type="checkbox"/>	<input type="checkbox"/>
Distraction	<input type="checkbox"/>	<input type="checkbox"/>	Transfer adult	<input type="checkbox"/>	<input type="checkbox"/>
Diversion	<input type="checkbox"/>	<input type="checkbox"/>	Consequences re-enforced	<input type="checkbox"/>	<input type="checkbox"/>
Reassurance	<input type="checkbox"/>	<input type="checkbox"/>	Humour	<input type="checkbox"/>	<input type="checkbox"/>
Planned Ignoring	<input type="checkbox"/>	<input type="checkbox"/>	Success reminders	<input type="checkbox"/>	<input type="checkbox"/>
Positive Touch	<input type="checkbox"/>	<input type="checkbox"/>	Other (see below):	<input type="checkbox"/>	<input type="checkbox"/>
Friendly hold	<input type="checkbox"/>	<input type="checkbox"/>	Other (see below):	<input type="checkbox"/>	<input type="checkbox"/>
Others:					
Positive Listening / De-brief:					
Recording and Notifications Required:					
Parents/Carers	<input type="checkbox"/>	CAMHS	<input type="checkbox"/>		
Placing authority	<input type="checkbox"/>	YOT/Police	<input type="checkbox"/>		
Social Worker/Social Services	<input type="checkbox"/>	G.P.	<input type="checkbox"/>		
Educational Psychologist	<input type="checkbox"/>	Other	<input type="checkbox"/>		
Other:					
Exclusions:					
Support provided					

Name:	Position/Job role:	Date:
Signature:		

CURRENT BEHAVIOUR RISKS	Tick here	RISK ASSESSMENT HISTORY	Tick here
<i>Tick any behaviour risks in past year</i>		Tick any appropriate box for each question	
VIOLENCE		HISTORY OF VIOLENCE (EVER)	
Not applicable		None	
a. Intimidation		a. One incident	
b. Throwing of objects to cause harm		b. Two incidents	
c. Biting		c. Three incidents	
d. Arson (deliberate fire setting)		d. More than three incidents	
e. Violence to family		e. Threats of violence	
f. Violence to staff			
g. Violence to other students			
h. Violence to general public			
WEAPONS		MOST SERIOUS HARM CAUSED	
Not applicable		None	
a. Knife		a. Minor injury	
b. Pellet gun or similar		b. Serious injury	
c. Other: (please specify)		c. Fatality	
SELF HARM		HISTORY OF SUICIDE ATTEMPTS (EVER)	
Not applicable		None	
a. Accidental harm at home (e.g. Falling, Careless, climbing)		a. One	
b. Lack of awareness of danger		b. Two	
c. Accidental harm outside the home (e.g. Wandering into the road)		c. Three	
d. Overdose		d. More than three	
e. Self-injury (e.g. Cutting)			
f. Non-compliance with medication			
SEXUAL MISCONDUCT		HISTORY OF SEVERE NEGLECT (EVER)	
Not applicable		a. None	
a. Verbal threats		b. Yes	
c. Physical threats			
d. Exposure			
e. Assault			
GANG AFFILIATION		HISTORY OF ARSON (EVER)	
Not applicable		None	
a. Lead member		a. Threats	
b. Major involvement		b. Yes - actual	
c. Minor involvement			
VULNERABILITY		HISTORY OF CONTAINMENT (EVER)	
Not applicable		None	
a. Risk of abuse from others		a. Special Hospital	
b. Risk of sexual exploitation		b. Secure Unit	
c. Running away from home/school		c. Young Offenders Institute	
d. Other methods of self-harm		d. Locked Ward	
e. Climbing		e. Detained at a Police Station	
		f. Detained under MHA 1983	
		g. Detained under Section 136	
CONTACT WITH CRIMINAL JUSTICE SYSTEM			
Not applicable			
a. Incidents involving the police			
b. Known to YOS			
		HISTORY OF DROPPING OUT OF CONTACT WITH MENTAL HEALTH SERVICES	
c. Cautions		Not applicable	
d. Convictions		Yes	
		No	

9.3 Pastoral Support Programme Meeting Format

Based on a solution-focused approach with prompt questions

Name: _____

Year Group: _____

School: _____

Date of Birth: _____

Date: _____

1. What do we hope to get out of this meeting?

Prompts: *What are your best hopes for this meeting?
How will you know that it was useful for us to discuss this today?
What would need to be different next time you are with us to know this meeting has been helpful?*

2. What would you're best hopes for the future?

Prompts: *How will you know that things are going well?
What will you see the child/young person doing differently?
If a miracle occurred overnight and you woke up the problem was solved, how would you know? How would things be different? What would you notice?
What will be the smallest signs that things are moving in the right direction?
What else will you be seeing?*

3. What are our past successes and what has worked in the past?

Prompts: *Even though things have been difficult – what to you think has been most helpful – even a little?
Tell me 5 things that you would not change about (pupil/student)?
Tell me 5 things that have been going well at home/school in the past week (or 2)?
Can you list 5 things that have worked in the past?
How have you been managing this? What has been most helpful?
What other things have been helpful?
What else?*

4. Where are we now?

Prompts: *On a scale of 0-10, with 0 being the time that you were most concerned about the behaviour and 10 representing you not having to working, just knowing that the work is on track, where do you see things now?
What is it you're doing that means you are at X, not at 0?
What else? What else? What else?
What is it that you know about yourself that allows you to put things at X and not at 0? What else?*

5. Where would we like to go now?

Prompts: *Suppose today turns out to be useful, what will be the first 3 things you will be noticing following this meeting?
What are 3 things over the next week that will tell us that the child/young person is starting to settle in school/make progress?
What difference would it make?
How will that show?
How will that be good for you?
What will others see?*

6. What is our plan for the next 2-weeks (use Specific PSP on next page)?

9.4 Specific Programme of Support

SPECIFIC PROGRAMME OF SUPPORT (to be reviewed fortnightly)

- Targets included here should be drawn directly from the 'expected outcomes' section. They should not be new additional or different targets.
- The steps the pupil needs to take, and the support provided should be directly related to the target set.
- There should be 2-4 specific, measurable, achievable, realistic and time-limited (SMART) targets. Targets should consider the child/young person's from a developmental perspective rather than chronological age.
- The support to be offered should be clearly described (i.e. 2 hours TA support is not sufficient – What will that support look like? When will it happen? Who is responsible for making it happen?).
- If it is not possible to identify appropriate support, the targets should be reconsidered. Is it reasonable to assume that if no support is available it is unlikely that the target will be met. However there may not be a support element in every column.
- Make arrangements for monitoring both the support provided and the outcomes.
- When reviewing the outcome of the programme consideration should be given to the quality and relevance of the support provided.

SPECIFIC PROGRAMME OF SUPPORT						
Target	What the pupil needs to do to achieve the target. How will we know when target is achieved?	Monitoring and recording. How will we know that the target has been met? How, by who, when	What the parent/carer can do to support meeting the target	What the school will do to support meeting the target	What an external agency will do to support meeting the target	

SPECIFIC PROGRAMME OF SUPPORT REVIEW:

Targets	Outcomes	Target met, partially met or unmet

9.6. Planned Involvement of External Agencies

Name of Pupil:

Date of Birth:

Year:

School:

External Agencies

	Agency, Named Person, Telephone	Concerns and Agreed Support
1.		
2.		
3.		
4.		
5.		
6.		