



Supporting Positive Behaviour

The HOUSE Federation believes that children flourish best when their social and emotional needs are met.

We strive to be an emotionally literate school with our everyday practice informed by an applied knowledge of the neuroscience of emotional and social development and attachment research. Through this we aim to ensure resilience, good mental health, and a readiness to learn.

We recognise that some behaviours are developmental and support children to learn the skills to self-regulate, manage big feelings and build relationships with others.

We use our understanding of the emotional needs of the child to develop an individualised approach nurturing positive behaviour, encouraging confidence and engaging in learning.

We

- Recognise that behaviour is communication, and we need to listen and understand what is being conveyed.
- Encourage nurture, warmth and empathy, even when a child or young person is presenting with behaviours that feel challenging
- Promote a sense of community and belonging, with a whole team approach to supporting a child with emotional needs
- Develop individualised approaches to managing behaviour according to the child's needs and developmental stage.

- Provide the child with a consistent approach to managing their behaviours.

Levels of support for behaviour

Universal support

We have identified the skills children need to develop at each stage of their learning and staff teach these skills as well as supporting children to become confident in using them.

These include skills linked to our curriculum spirals and include

- Play skills with others
- Understanding own wants and needs
- Understanding emotions, building resilience, self-esteem and confidence
- Building relationships with adults and other children
- Develop considerate behaviour such as kindness and willingness to share.
- Developing a sense of belonging in a group, so that they feel valued and welcome

Some behaviours such as toddler tantrums, biting, aggressive rough and tumble play can seem like challenging behaviours but are often stages that a child may go through. We explain to children what is acceptable for their stage of development and offer comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time. This behaviour is often momentary, spontaneous and without recognising the feelings of the person whom they have hurt. Bullying is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying, few young children are cognitively able to bully but may be struggling with other behaviour issues.

Information to Parents

We inform parents of any hurtful behaviour that their child may have done or received and explain how this relates to the child's developmental stage. We provide any support that could be beneficial to the child or parent.

Targeted support

Strategies for children who struggle emotionally and may present with challenging behaviours, we use “the iceberg model” shown below. Identifying the behaviour, acknowledge what they are feeling and identify what they are asking for.



Children are discussed in an Iceberg meeting held within team meetings and a behaviour plan is developed for all staff to follow providing a consistent team approach for supporting the child. We share the detail of these plans with parents so they can use the

same strategies at home. All plans are developed from the “What need is the behaviour trying to meet” (below) and whole team agreed strategies for a full team approach.

What Need is the Behaviour Trying to Meet?			
<p>Sensory</p> <p>Why</p> <p>They provide access to sensory stimulation. It feels good.</p> <p>When</p> <p>Can occur at any time, whether in the presence of others or alone. The need they meet is internally driven.</p> <p>Meeting the Need</p> <p>Finding a functional replacement sensory input that still meets the need but is also acceptable (dependent on context)</p>	<p>Escape</p> <p>Why</p> <p>The behaviour removes an undesired situation or person.</p> <p>When</p> <p>Occurs when a situation is experienced as too annoying, loud, boring, difficult or not complying the way the child wants.</p> <p>Meeting the Need</p> <p>Break down the demand into smaller more attainable chunks. Give choices, allow for movement breaks to allow for escape, but with a built in return.</p>	<p>Contact Seeking</p> <p>Why</p> <p>The behaviour provides an instant reaction from others</p> <p>When</p> <p>At a time the child desires interaction and connection</p> <p>Meeting the Need</p> <p>Make sure the child's needs for connection are met as much as possible. Build in check ins during the day or with activities. If a need can't be met immediately offer an explanation and meet the need as soon as possible</p>	<p>Tangible</p> <p>Why</p> <p>The behaviour means the child gains access to what they want</p> <p>When</p> <p>When the child has an agenda and wants access to a specific item or activity</p> <p>Meeting the Need</p> <p>If there are conditions attached to access, set them in advance and follow through. Be firm and fair</p>

Tailored support

For those children who need further support, especially those who may have suffered trauma, we would look to refer the child to services that can provide 1:1 support. This may include

- CAMHS
- Early Years Mental Health Team
- Therapeutic play

Team Approach

Co-regulation is vital to supporting challenging behaviours. We acknowledge that some behaviours can be demanding causing staff and parents to become dysregulated

themselves which can have a negative impact on the child. If staff or parents need support, we aim to provide this so that they in turn can support the child to regulate.

Permanent exclusions for young children are extremely rare and will only be used in exceptional circumstances. We consider underlying causes of the behaviour and use all levels of support to manage challenging behaviour before issuing an exclusion, and this will always be a last resort.