



## **Behaviour Management Policy**

### ***Policy statement***

We believe that children flourish when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour.

This works best in an ordered environment in which everyone is developing an understanding of what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, & needs and rights of others and the impact that their behaviour has on people, places and objects. We recognise that they are on a journey & the development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations staff can help by acknowledging their feelings, identifying and addressing triggers for the behaviour and helping children reflect, regulate and manage their actions in order to find constructive solutions.

Our expectation is that the children will learn to behave well:

- To be polite to others
- To know how to behave in different situations
- To be able to concentrate and pay attention
- To share and take turns fairly
- To know how to deal with success and disappointments

### ***Procedures***

In order to manage children's behaviour in an appropriate way we will:

- attend relevant training to help understand and guide appropriate models of behaviour;

- implement the setting's behaviour procedures including the **Stepped approach**;
- have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary.

## ***Stepped approach***

- **Step 1 – Promoting Positive Behaviour Through Good Practice**

This involves a clear & agreed understanding of the **role of adults**, creating a positive **physical environment**, & implementing **strategies which encourage positive behaviour**

- **Step 2 – Addressing unwanted / unacceptable behaviours**

This happens on 2 levels: **Initial Intervention** and **Focussed intervention**

- **Step 3 – Working with other professionals**

This may be necessary where behaviour continues to be a concern despite initial / focussed interventions.

## **STEP 1 – Promoting Positive Behaviour through Good Practice**

The EYFS guidance is integral to our practice & we regularly review our environment & practice to ensure that the needs of children currently attending the setting are being met.

### **A. Adult Role**

- The **designated person** responsible for behaviour management issues is the leader (or deputy). Their role is to provide support to practitioners & review children's behaviour within the setting, oversee and advise on responses to challenging behaviour.
- The pre-school will give induction and training in promoting positive behaviour and in behaviour management strategies to all practitioners & opportunities to update training will be offered, as appropriate.
- All practitioners are consistent in their approach to promoting positive behaviour so that the children can develop positive behaviours & social awareness.
- Adults will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.

- Adults will show understanding of factors which may affect a child's behaviour e.g. age / level of maturity, understanding of language and / ability to communicate, special educational needs, family circumstances etc, in order to handle any problems appropriately and sensitively.
- All adults will try to provide a positive model for the children with regard to friendliness, care and courtesy.
- Adults in the pre-school will praise and endorse desirable behaviour such as kindness and willingness to share & use language which clearly explains the behaviour they are expecting e.g. "Give the car to Max when the timer runs out" rather than "Play nicely together".
- We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.

## **B. The Physical Environment**

We aim to organise the play area so that it encourages children's positive involvement in activities and interaction with each other by:

- Organising the space available so that it is not cluttered and children can access resources and move around easily.
- Providing a wide range of interesting activities which will draw the children in and keep them interested and engaged.
- Having enough of any particular resource so that sharing conflicts are avoided.
- Arranging the play space so that children can always be seen or heard by adults to avoid potential bullying situations.
- Using sand timers and visual timetables so that children waiting for their turn or needing to change activity are able to cope more easily.

- Displaying positive images and talking about reasons for rules with the children to reinforce desirable behaviours using e.g. Classroom Dangles, Playground rules and activities.
- Encouraging children to take responsibility by giving them jobs to do e.g. at tidy up time, helping a new child.
- Timetabling the session so that children have times in which they can be physically active and understand when these will happen.
- Attempting to keep transition and waiting times short and purposeful & giving notice of change and transitions

### **C. Encouraging Positive Behaviour**

All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.

- We will praise and reinforce good behaviour with a variety of strategies bearing in mind that rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a 'prize' is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be 'compliant' and respond to meet adult's own expectations in order to obtain a reward (or for fear of a sanction). If used, then the type of rewards and their functions are considered before applying e.g. praise is labelled so that the child knows why they have been praised e.g. "Good tidying up" rather than "Good boy / girl"
- We will encourage sharing and negotiation between children and teach them how to use strategies such as sand timers to share fairly.
- We will encourage children to help make & follow their own rules by discussing what is fair e.g. at the sand tray, or in the book corner with adult support.
- We use social stories, emotions puppets & persona dolls, & social skills small group activities (First Steps) to help children understand emotions & the effect of

their behaviour on others, and to address negative behaviours e.g. being unkind to each other or name calling, in positive ways.

- We encourage children to take responsibility for themselves and & be considerate to others e.g. helping with tidying up, co-operating together

## **STEP 2 - Dealing With Unwanted / Unacceptable Behaviour**

### ***a. Initial intervention approach***

- Practitioners are consistent in helping children to find acceptable ways to behave and in communicating to them what they should do.

We have a Behaviour Management Bulletin which outlines 10 different strategies for dealing with challenging behaviour including distraction, warnings, avoidance of potential problem situations, catching and rewarding good behaviour etc. This is available for parents and carers.

- If children have had a conflict or are distressed , we use an initial problem solving intervention which involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.
- If the children cannot think of a way to resolve things the adult will suggest ways to behave and encourage the children to sort things out, providing praise and staying with them for a short while to reinforce support for the new behaviour.
- If necessary children can be given a short period of “thinking time” away from the situation in order to calm down but an adult will remain close by so that the child can still see & be seen & so they feel supported to manage their emotions.
- Children will never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in ‘time out’ or on a ‘naughty chair’.

- In any case of misbehaviour, it will always be made clear to the child / children that it is the behaviour and not the child that is unwelcome.

### ***b. Focussed intervention approach***

The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents.

Where we have considered all possible reasons (e.g. new baby, additional needs, illness , bereavement etc.) & consulted with the child (whenever possible) then a focused intervention approach may then be applied.

This approach allows the key person / SIPS worker and behaviour coordinator/ SENCO to observe, reflect, and identify causes and reasons for unwanted behaviour in the wider context of other known influences on the child.

- We follow the ABC / STAR chart method which uses key observations to identify:
  - a) an event or activity (**A**ntecedent) that occurred immediately before a particular behaviour,
  - b) what **B**ehaviour was observed and recorded at the time of the incident, and
  - c) what the **C**onsequences were following the behaviour.Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and reason for the behaviour (to obtain the toy or avoid a situation) and suitable support can be given.
- If a trigger is identified then the SENCO and key person will meet with the parents to develop a Behaviour Support Plan, including dealing with behaviour at home if necessary.
- Other members of the staff team are informed of the agreed actions in the Behaviour plan and help implement the actions. The plan is monitored and reviewed regularly by the key person and SENCO until improvement is noticed.
- All incidents and intervention relating to unwanted and challenging behaviour by children are clearly and appropriately recorded.

### **Step 3 – Referral to / working with other professionals / external agencies**

- If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, then the behaviour coordinator and SENCO will invite the parents to a meeting to discuss next steps for supporting the child in the setting and possible external referrals.
- Advice provided by external agencies will be incorporated into the child's Behaviour plan / SEND Support Plan (IEP) and we will continue to work together with them & the parents to monitor & review the child's progress.
- Other agencies may include Speech & Language Therapy Service, Outreach & Inclusion Team, CAMHS, Social Care etc

### ***Use of physical intervention***

- The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down.
- Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.
- Staff do not use physical intervention / the threat of physical intervention, to manage a child's behaviour unless it is necessary to use 'reasonable force in order to prevent children from injuring themselves or others or damage property' (EYFS).'
- A staff member dealing with a child who is exhibiting challenging physical behaviour for which restraint may be required will always be supported by another member of staff for their own and the child's safety & protection.
- If 'reasonable force' has been used for any of the reasons shown above, parents are informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's records, which states clearly when and how parents were informed.

- Corporal (physical) punishment of any kind is never used or threatened.

## ***Bullying & Challenging behaviour / Aggression by children towards other children***

Bullying is the use of aggression with the intention of hurting another person.

It results in pain and distress to the victim.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting
- Physical - pushing, kicking, hitting, punching or violence of any sort
- Racist - racial taunts, comments, gestures
- Verbal - name calling, sarcasm, spreading rumours, teasing

We believe that everybody has the right to be treated with respect and that children who are aggressive / bullying need to learn different ways to behave.

- Bullying of any kind is unacceptable at our pre-school. Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge them and prevent escalation.
- If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents of the child who has been the victim of the behaviour and the parents of the child who has been the perpetrator should be informed.
- Children / parents should be able to tell staff about any aggressive behaviour incident and know that the incident will be dealt with promptly and effectively. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

### ***Signs & Symptoms of Bullying***

A child may indicate by signs or behaviour that he / she is being bullied. Adults are aware of these possible signs and will investigate if a child :

- Is frightened or unwilling to come to pre-school
- Becomes withdrawn, anxious, or lacking in confidence

- Starts stammering
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Becomes aggressive, disruptive or unreasonable
- Is aggressive / bullies other children or siblings
- Stops eating
- Is frightened to say what is wrong
- Gives improbable excuses for any of the above

We are aware that these signs and behaviours could indicate other problems (e.g. child protection issues) but bullying will be considered a possibility and will be investigated (in consultation with the parents wherever possible so long as this is in the best interests of the safety of the child).

We also are aware that children with additional needs and / or disabilities and those who have English as an additional language can be particularly vulnerable. This may arise from their possible difficulty in communicating their concerns.

### **Action**

1. Bullying incidents should be reported to the leader or deputy .
  2. The unacceptability of the behaviour and attitudes will be made clear immediately to the perpetrator but by means of explanations rather than personal blame
  3. Serious incidents will be recorded and countersigned by parents / carers on incident forms (using details as described previously) using separate entries for each individual involved without divulging names of other parties. Accounts from both children's perspectives will be sought over the situation.
- In serious incidents the designated person will contact other appropriate agencies if required (e.g. children's social services, police, OFSTED), if a child has been seriously injured, or if there is reason to believe that a child's challenging behaviour is an indication that they themselves are being abused.
  - Ofsted should be notified if appropriate, i.e., if a child has been seriously injured.
4. Parents will be asked to come in to a meeting to discuss the problem.
  5. The bullying behaviour or threats of bullying will be investigated &

the designated person should complete a risk assessment related to the child's challenging behaviour to avoid any further instances.

- Behaviour plans will be made to help the child who is bullying to change their behaviour. Parents should also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.
- A child may be given a support worker if this is appropriate but pre-school staff will all be involved in the management of the child so that no individual becomes overburdened.

### **Outcomes**

1. The bully will be helped by adults to understand the effects of their behaviour on others and to be involved in finding ways to reconcile with other children affected.
2. After the incident / incidents the situation will be monitored to prevent further problems.
3. Positive behaviour management strategies will be applied (as detailed previously).

### **Support & Advice For Parents**

- Parents will be offered information about positive parenting and behaviour management, support available through clinics and health visitors etc. using newsletters, posters and leaflets, as well as the pre-school's own Behaviour Bulletin
  - If parents ask for help / advice concerning their children's behaviour we will offer to meet with them to discuss the issues in confidence
- Any behaviour plans drawn up to deal with ongoing problems will be agreed and reviewed with the parents and copies given to them to promote good communication and consistent handling of issues.
- Staff will ensure that any discussion of a child's behaviour with a parent will not be carried out within the hearing of the child except where the child is to be involved in helping to plan to resolve the behaviour.

## ***Challenging unwanted behaviour from adults in the setting***

- Settings will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group. This includes negativity towards groups and individuals living outside the UK (xenophobia). This also applies to the same behaviour if directed towards specific groups of people and individuals who are British Citizens residing in the UK.
- Allegations of discriminatory remarks or behaviour including xenophobia 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 may be considering withdrawing the child's place.