



Behaviour Management Policy

Aims

- To provide a structure for positive behaviour management within the setting.
- To provide flexibility in the responses of staff to children's behaviour.
- To provide a supportive framework for children and staff to manage behavioural issues.
- To provide support to parents and carers regarding the management of their children's behaviour.
- To teach children to behave in socially acceptable ways and understand the reasons why.
- To provide a programme that supports personal, social and emotional development.

Information

Inappropriate behaviour refers to non-negotiable actions and may include discriminatory remarks, harm to self or others, bullying or destruction of equipment. It is important to consider the reasons why children might present certain types of behaviour; boredom, feeling unsettled or unhappy, not feeling listened to, having an un-stimulating pre-school setting or medical reasons for example.

We regard rough and tumble play and play that has fantasy aggression, such as superhero as normal for young children and acceptable within limits. Staff will judge if such play becomes hurtful or inconsiderate and will then deal with it by using the procedures outlined for dealing with inappropriate behaviour. Staff must remember that sometimes during this kind of play things can be said or can happen without intentional hurt.

Policy

- All interactions with children will be in ways which are appropriate for the children's ages and stages of development.
- Staff will be positive role models for behaviour.
- Play opportunities and activities will be varied and well planned so that children are engaged and interested.
- Staff will take active steps to not label children (ie. difficult, naughty) and to consider the underlying reasons for behaviour.
- Staff will work as a team by discussing incidents and resolving to act collectively and consistently.
- Staff will ensure that the individual child feels valued and respected at all times.
- Staff will take positive steps to avoid a situation in which children receive attention for undesirable behaviour.
- Staff will encourage children to express their strong feelings without physical or verbal aggression.
- Staff will support children to manage behaviour themselves by helping them find solutions to situations and deal with their emotions appropriately.
- Staff will praise positive behaviours and give feedback to parents.
- Staff will ensure that consistent boundaries and behavioural expectations are set and children reminded regularly of these expectations
- Staff will never use physical punishment such as smacking or shaking and children will never be threatened with these.
- Staff will only use physical restraint, such as holding, to prevent physical injury to the child or others and/or serious damage to property.
- Staff will not shout or raise their voices in a threatening way.

Responsibilities

The named member of staff responsible for behaviour management for our setting is:

Courtney Haley, Pre-School manager

This person will:

- Keep up to date with legislation
- Research current behaviour management practices, where appropriate
- Identify additional behaviour management strategies for children with additional needs
- Access other agencies, where necessary with support from Senco
- Provide support to staff around behaviour management issues
- Ensure they and other staff have relevant up to date training

Procedures for Dealing with Inappropriate Behaviour

In situations that require adult intervention, staff will remain calm and consider the most appropriate response, dependent on what led up to the behaviour and also the age and level of understanding of the child. Staff should;

- Stop hurtful or disruptive behavior at once.
- Gather information – ask the children what happened
- Restate the problem and discuss choices made and why the adult stepped in.
- Acknowledge children's feelings whilst explaining why their behavior was not acceptable.
- Explain the consequences that may occur or ask the children for solutions and choose one together. Offer ideas if children struggle with this. If appropriate use choices chart – happy/sad choices
- If physical or verbal aggression occurs – this will be addressed immediately. The child will be moved to another area of the room. If the aggression is serious and directed towards staff or another child, staff will consider sending the child home or calling parents to discuss behavior.
- If physical contact is necessary the adult will keep their body language calm, acknowledge feelings and explain their actions e.g. "I need to hold you/lift you up to keep everyone safe." When the child is calm explanations can be given as to why their behavior was not acceptable.
- If behavior causes distress or danger to others, staff will remove the child from the area to a quiet location such as the cloakroom area, physical intervention such as picking up the child may be necessary to achieve this.
- If an incident results in an injury to a child this must be recorded on an incident form and a copy shown to and signed by parents of both children involved.

Very Young Children

The strategies for dealing with children under three may differ from those for aged over three. When very young children show inconsiderate behavior, such as tantrums and biting, staff will;

- Remain calm and patient
- Offer comfort to intense emotions and try to calm children through holding and cuddling.
- For aggressive or repeated inappropriate behavior in one session the thinking spot will be used and the procedure above followed

Recurring Inappropriate Behavior

Where inappropriate behavior is ongoing, staff will;

- Liaise with parent's other agencies to try to find if there is an underlying cause
- Liaise with parents/carers and the SENCO regularly to discuss strategies and share positive strategies and ensure a consistent approach.
- Discuss management of behavior at staff meetings so all staff are aware and confident to tackle behavior.
- Staff will regularly observe child and record observations to look for patterns and causes/ triggers for behavior
- Work with the child's parents/carers to develop and implement an action plan or IEP where manageable targets will be set and regularly reviewed.
- Contact other professionals, making a referral to agencies such as the Area SENCO/inclusion (with parent's permission), for support and information

In the unlikely event that support/intervention put in place by the pre-school does not provide positive outcomes and the pre-school staff feel that the behavior is having a detrimental effect on the other children, staff will contact local authority inclusion specialist and discuss other options. These could include shortening of the session, dropping days or total exclusion from the pre-school. Exclusion from pre-school will be the final resort if all above mentioned strategies and interventions have failed.

Procedure for Promoting Positive Behaviour

- Draw up a clear and simple code of behaviour for children. This will include; be kind, be careful, be safe, you must not hurt anybody and remind children regularly.
- Give attention for positive behaviour when the child does not seek it.
- Acknowledge considerate behaviour such as kindness and willingness to share.
- Acknowledge children's efforts as well as achievements.
- Reward positive behaviour with stickers or if appropriate use marble jar or other reward system.

Recording

Behaviour management issues will be recorded on an incident record. The record will be written in a non-judgemental manner, be confidential, accurate and signed by the member of staff involved and the parent/carer. If physical intervention has been used, an incident record must be completed in detail and the parent/carer needs to be informed on the same day. Staff will also ensure it covers any observed triggers; others involved; witnesses; type of physical intervention used; for how long and to what force. Any injuries obtained by children or staff as a result of physical intervention will also be recorded in the accident file

Records of meetings held with parents and any other agency reports or forms, IEP, targets set etc will be kept in the child's file.

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Reviewed by Courtney Haley