Section 5. Behaviour Management

Safeguarding and Welfare Requirements: Managing behaviour

Providers must have an implement a behaviour management policy, and procedures

5.1 A Positive Approach to Behaviour

Every Child Matters-supporting the 5 outcomes

Stay Safe

Make a Positive Contribution

Safeguarding and Welfare Requirements: Managing behaviour

Providers must have an implement a behaviour management policy, and procedures

* 1. **A positive Approach to behaviour**

**Policy Statement**

Our pre-school believes that children flourish best when their personal, social and emotional needs are met and there are clear and developmentally appropriate expectations for their behaviour

Children should be free to play and learn without fear of being hurt or unfairly restricted by anyone else, and develop an awareness of the views and feelings of other people. We aim to establish a consistent and positive approach across all age groups based on mutual respect and consideration for each other, staff, parents and children alike.

**Procedures**

* We have a Behaviour Management Team made up of management and led by the Room Leaders. The team monitors behaviour across the pre-school with a behaviour review each term and an annual audit to ensure our positive methods remain relevant and current to the children in our care. However, all staff have a responsibility to ensure that the Behaviour Policy is adhered to.
* We require the Behaviour Management team to:
	+ keep up-to-date with legislation and research and thinking on handling children’s behaviour;
	+ access relevant sources of expertise on handling children’s behaviour; and
	+ check that all staff have relevant in-service training on managing children’s behaviour. We keep a record of staff attendance at this training.
	+ Update the behaviour strategies used for individuals and groups of children as required following staff team discussion.
* We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
* We require all staff, volunteers and students to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children’s ages and stages of development — for example distraction, praise and reward.
* We familiarise new staff and volunteers with the pre-school’s behaviour policy and its rules for behaviour.
* We expect all members of the pre-school — children, parents, staff, volunteers and students — to keep to the guidelines, requiring these to be applied consistently.
* We praise and endorse desirable behaviour such as kindness, willingness to share, co-operation and consideration.
* Good behaviour is kept constantly as a high profile issue in the setting by discussing as a team what is acceptable and what is not with the child or group of children. Implementation of the rules for the children will be appropriate to the age of the child and dependent on what task or activity is being undertaken. These may need to be reinforced at various significant times of the day.
* We avoid creating situations in which children receive adult attention only in return for undesirable behaviour. We will consistently praise the good behaviour rather than concentrating on the negative.
* We recognise that codes for interacting with other people vary between cultures and require staff to be aware of — and respect — those used by members of the pre-school.

**Strategies to support children with inappropriate behaviour**

* When children behave in unacceptable ways, either physically or verbally, we help them to see what was wrong and how to cope more appropriately. Adults will be aware that some kinds of behaviour may arise from a child who has special educational needs. The SENCO will support staff with individual strategies when dealing with children who have additional needs.
* Children’s feelings and emotions are acknowledged and constructive help and support is given to resolve difficulties.
* We ensure that there are enough popular toys and resources and sufficient activities available so that children are engaged without the need for conflict over sharing and waiting for a turn.
* We encourage children to use different strategies to help share and take turns; one of these is the use of a visual sand timer. Others could include verbal negotiation, waiting boards or offering alterative resources.
* We acknowledge and reward considerate behaviour such as kindness, willingness to share and good listening.
* In accordance with current legislation we will never use any form of physical punishment, such as smacking, shouting or emotional black mail. Children are never threatened with these.
* We do not use techniques intended to single out and humiliate individual children. We never send children out of the room by themselves or use any kind of *naughty chair or time out.*
* If it is necessary to withdraw a child from a situation due to their own or other’s safety, then an adult will stay with that child and when ready, discuss the behaviour and find strategies to change it reinforcing the rules of the setting. This is called **Thinking time,** and is only used as a last resort or to break a cycle of negative behaviour.
* Where a child’s behaviour has given cause for concern during a session, either because of a serious incident, repeated difficulties or behaviour which is out of character, then an incident sheet is to be completed. The room leader will ensure that the parent is spoken to as necessary (in a sensitive way) and any actions recorded. Incident sheets are passed to management daily alongside the accident sheets.
* We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our pre-school manager and are recorded on an Incident sheet as above.
* In cases of serious misbehavior, such as racial or other abuse towards other children or staff, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame. All incidents will be discussed with parents as to any possible cause or reason for the behaviour and the child will be further observed in preschool.
* We do not shout or raise our voices in a threatening way to respond to children’s behaviour.
* In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.

**Supporting children under three**

* When children under three behave in inconsiderate ways we recognise that strategies need to be age appropriate and may differ from those used for older children.
* We recognise that younger children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them to do this.
* Common inconsiderate or hurtful behaviours of young children include tantrums, biting and fighting. Staff will remain calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding. Feelings are always acknowledged and supported and the feelings of other children when incidents occur.
* If tantrums, biting or fighting are frequent we will try to find out the underlying cause by sharing our observations and discussing them with parents.
* We focus on ensuring a child’s attachment figure in the Preschool, their Key Person, is building a strong relationship to provide security to the child.

**Rough and tumble play**

Young children often engage in play that has an aggressive theme, such as superheroes and weapon play. Some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying; although it may be inconsiderate at times and need addressing.

* We recognise that rough and tumble play are normal for young children and acceptable within limits. We regard this as social play and not aggressive or problematic. If any child becomes upset or distressed by the play adults will support play and offer alternative ideas.
* We recognise that fantasy play that contains dramatic scenes such as blowing up and shooting, and that themes often refer to *goodies and baddies* and as such offer opportunities for us to explore concepts of right and wrong.
* We will tune into the content of the play, perhaps offering alternative strategies for heroes, making the most of *teachable moments* to encourage empathy and lateral thinking to explore alternative scenarios for conflict resolution.

## Bullying

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is catergorised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour. A child who is bullying has reached a cognitive level where he or she is able to carry out premeditated intent to cause distress to another child.

If a child bullies another child or children:

* we intervene to stop the child harming the other child or children;
* we explain to the child doing the bullying why her/his behaviour is inappropriate;
* we give instant reassurance to the child or children who have been bullied;
* we help the child who has bullied to recognise the impact of their actions
* we make sure that children who bully receive praise when they display acceptable behaviour;
* we do not label children who bully;
* when children bully, we discuss what has happened with their parents and work out with them a plan for handling the child’s behaviour; and
* we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstances causing them to express themselves in a negative way- so this is handled in a sensitive way with parents.
* We recognise that children who bully are often unable to empathise with others and for this reason we do not insist they say sorry unless they show genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour
* When children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Further guidance; Special Educational Needs Code of Practice 2014

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This policy has been reviewed and updated

Signed by Manager

Signed by Officer Date