

4. Behaviour Management Policy

Statement of intent

Our pre-school believes that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else.

Aim

We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment.

Methods

The Manager has overall responsibility for issues concerning behaviour. The staff will be aware that some kinds of behaviour may arise from a child's additional needs and take this into account. For more information, refer to **Policy 1. Special Educational Needs** and **Policy 10. Equality and Diversity**. The staff keep themselves up-to-date with legislation, research and thinking on handling children's behaviour through training, written and verbal information provided by the Early Years Support Team, Early Years Advisor, Pre-School Learning Alliance, Practical Pre-School Magazines and other outside professionals.

We require all staff, volunteers and students to provide a positive role model by treating children, parents/carers 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 age and stage of development - for example distraction, praise and reward. We actively involve children to think about rules for their play setting both indoors and outdoors. These are discussed regularly and reinforced with positivity and reflected through positive visual displays. We actively use statements and encourage the children to do so, such as 'kind words, hands and feet' and reminding them that teeth are for eating. We focus on how someone feels and encourage the use of words/sign instead of actions, when negotiating sharing and playing appropriately. We praise and endorse desirable behaviour such as kindness and willingness to share.

We avoid creating situations in which children receive adult attention only in return for undesirable behaviour, staff are aware of how to quickly acknowledge a break in that behaviour if it is positive and reward the child with praise. When children behave in unacceptable ways, we help them to see what was wrong and how to put it right working towards a better solution. Making them aware it was the action we did not like, not them. Where necessary this might be achieved by a period of 'time out' with an adult. We never send children out of the room by themselves. We never use physical punishment, such as smacking or shaking. Children are never threatened with these. We do not use techniques intended to single out and humiliate individual children. We do not shout or raise our voices in a threatening way to respond to children's behaviour.

If a situation arose where a child would not cooperate, with their behaviour worsening and they became a danger to themselves or to other children, adults and/or equipment, other children present would be moved to another area. A member of staff would firmly talk to the child to warn them what will happen next. A member of staff would wrap their arms around the child from

behind and both would sit on the floor. This procedure would be carried out with another member of staff present. The child would be spoken to firmly and in a controlled tone of voice and advised if they calmed down the adult's arms would be taken away and they would need to go to the quiet room to talk things through. The following information would be recorded in the Incident Book:

- Date, time and where incident took place.
- Name of child involved.
- What was the build up to the incident?
- How did the child react?
- What action was taken and by whom.
- Any witnesses to the event
- Any physical injuries and to whom (any other child involved must remain confidential and details can be entered on a different page in the Incident Book).
- Any physical injury to another child or adult must be entered into the accident book.
- Any damage to equipment.
- Names and signatures of staff involved.

Details of what happened will be shared and discussed with the parent(s)/carer. They will be shown the written information recorded in the Incident Book on their child only. Where another child is involved names would be kept confidential and both parents will be asked to read and sign the entries for their own children only. To ensure confidentiality one parent/carers would be asked to go into the lounge with another member of staff, the other parent would be invited into the quiet room.

We work in partnership with children's parents/carers. We welcome information from home concerning situations or events that may be affecting a child's behaviour. If we are made aware of these instances, we will be better placed to support the child and work with the family. Parents/carers are regularly informed about their children's behaviour by their key worker and are encouraged to share information from the home. We work with parents to address recurring unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately. If the child continues to have difficulties (after specific strategies have been put into place) the Manager will discuss her/his concerns with the parents/carers about getting support and advice from the Early Years Advisor. Written consent will be sought from the parents beforehand to enable this to happen. Following this visit, strategies and/or an Individual Educational Plan will be put into place to help support both parents/carers, child/children and staff. The Early Years Advisor may also recommend arranging other external professionals to visit and observe the child such as Speech & Language Therapists, Health Visitors, Psychologists, Social Workers, Physiotherapist, Occupational Therapist, and Portage Workers to help meet the child's specific needs. This is always discussed with the parent/carers and written parental permission is always requested beforehand.

In cases of racial abuse, it is immediately made clear that is unacceptable behaviour and attitudes, by means of explanations rather than personal blame. Any incidents regarding racial abuse will be recorded in the Incident Book and the Central Childcare Team would be notified. We will ensure the pre-school will make themselves aware of and respect a range of cultural expectations regarding interactions between people and will seek advice from the parents and Early Years Support Team. We will plan a curriculum which includes different cultures as well as the children's own, have positive images and resources which reflect different cultures,

celebrating a wide range of festivals; creating an environment of mutual respect and tolerance.

Physical or verbal abuse of another child or children we take very seriously. The following procedures apply:

- We intervene to stop the child harming the other child or children.
- We explain to the child why her/his behaviour is inappropriate.
- We always make it clear to the child or children it is their behaviour and not the child that is unwelcome.
- We give reassurance to the child or children who have been targeted.
- We help the child to say sorry for her/his actions.
- We make sure that children who show unacceptable behaviour receive praise when they display acceptable behaviour.
- We do not label children who use physical or verbal abuse.

We discuss what has happened with their parents/carer and work out with them a plan for handling the child's behaviour; and when children have been subject to physical and verbal abuse, we share what has happened with their parents/carer, explaining that the child who carried out these actions is being helped to adopt more acceptable ways of behaving and their parents have been informed of the incident.

Exclusion

After working through recommendations advised by external professionals where no progress or improvement in behaviour had been achieved we may have to consider suspension or exclusion of a child whilst we consider the best way forward. The pre-school would not take this action lightly. This situation is obviously a last resort and hopefully the pre-school, together with the child's parents and external professionals will be able to solve any major problems before it becomes a safety issue. The adult's/children's safety is paramount and under no circumstances will the pre-school put any other adult/children at risk. We would consult fully with all those involved but in some extreme cases after all avenues had been tried we may have to consider exclusion where it was felt that we could not adequately meet the needs of the child.

Links to other policies, legislation and forms: -

- Policy 1. Special Educational Needs
- Policy 10. Equality & Diversity

This policy was adopted at a meeting of Walton Under Fives Pre-School held in March 2011. It was reviewed and adapted at a committee meeting in April 2021.

Signed (Pre School Manager) Date

Signed (Committee Chair) Date