

Behaviour Management Policy

Statement of intent

First Steps 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

The pre-school aims to provide a safe environment where all children learn to respect themselves, other people and their environment. We promote early intervention and positive relationships with parents/carers to develop a shared approach. We expect appropriate behaviour from everyone within the setting at all times.

Methods

- The Lead Practitioner for Behaviour Management is Louise Mawditt and has overall responsibility for issues concerning behaviour.
- We require the Pre-school Leader to:
 - keep her/himself 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 training on handling children's behaviour (eg Step On training).
- We require all staff, volunteers and students to provide a positive model of behaviour 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 ages and stages of development - for example distraction, praise and reward.
- We familiarise new staff and volunteers with the pre-school's Behaviour Management Policy.
- We expect all members of the pre-school - children, parents/carers, staff, volunteers and students - to keep to the Behaviour Management Policy guidelines, requiring these to be applied consistently.
- We praise and endorse desirable behaviour such as kindness and willingness to share. We encourage children to take responsibility for their own behaviour.
- We avoid creating situations in which children receive adult attention only in return for undesirable behaviour. Such behaviour might include bad language and derogatory language, not complying with eg turn taking, physical harm to others/self, repetitive damage to property or persistent bullying.

On occasions when negative behaviour arises, staff will:

- remain calm
- listen to what the child has to say
- investigate any possible reasons for negative behaviour (i.e new baby, tiredness, illness etc.)
- encourage other nearby children who are not involved to go and do something else, or ask another member of staff to distract them

- Assess the situation and see if children can resolve disagreements themselves; alternatively help them to see what was wrong and how to cope more appropriately. Talk to the child about consequences of the behaviour on a one to one basis. Staff will model good behaviours.
- A child may be encouraged away from an activity or area if they hurt another child or consistently disregard the rules and boundaries of the preschool impacting on the enjoyment or safety of themselves or others. A member of staff will stay with them, completing the above in helping them understand the reason for this and modelling good behaviours.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not shout or raise our voices in a threatening way to respond to children's behaviour.
- We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development - for example by distraction, discussion or by withdrawing the child from the situation.
- We work in partnership with children's parents/carer. We work with parents/carers to address recurring unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately. This is to ensure we can work on any difficulties together and provided consistency between home and Pre-School. These conversations will not take place in front of the child and will be regarded as confidential.
- Children with behavioural concerns which impacts on their learning, may be placed on a Support Plan and the behaviour monitored. Parents/carers are informed at every stage. A Behaviour Log may also be started. If the behaviour causes potential or actual harm to others or self, then an Individual Risk Management Plan should be undertaken. External advice may be sought to help support the child.
- We reinforce positive behaviour in children and offer alternative strategies to inappropriate behaviour. It may be suggested that they comfort the child for example draw them a picture, or ask the child what they could do to cheer them up. We encourage children to say sorry for wrong doing.
- Our planning and activities reinforce correct behaviour in areas such as friendships and politeness and help children to understand their feelings/ emotions. In situations where the children are causing each other distress i.e. over a particular toy, they may be encouraged to share and take turns or be distracted with another activity or toy.
- We will consult with the children and discuss the importance of 'rules'. We work together as a team to ensure rules are applied consistently so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- Where possible we allow the children to sort out disagreements themselves and reach a solution by talking and compromising.
- Staff will be aware that some kinds of behaviour may arise from a child's special needs.
- All children will have opportunities to receive positive praise and verbal affirmation of positive behaviour.

Children under three years

We recognise that different strategies will be needed to be used when dealing with younger children's inappropriate behaviour and will require sensitive adults to help them regulate their emotions such as anger, fear, and distress. Staff should remain calm and be patient at all times, offering comfort to intense emotions.

Bullying

Bullying involves the persistent physical, verbal, emotional or psychological abuse of another child, children or adult. We take bullying very seriously.

Examples of bullying include:

- Verbal or physical threats and intimidation
- Persistent negative comments
- Humiliating someone in front of others
- Unjustified, persistent criticism
- Offensive or abusive personal remarks
- Constantly changing targets in order to cause someone to fail
- Making false allegations
- Monitoring unnecessarily and obtrusively

Legitimate, constructive and fair criticism of a person's performance or behaviour at work is not bullying, but should be handled sensitively.

If a child bullies another child or children:

- we intervene to stop the child harming the other child or children;
- we give reassurance to the child or children who have been bullied;
- we explain to the child doing the bullying why her/his behaviour is inappropriate;
- we recognise that children of this age who bully may be unable to empathise with others and for this reason we support the child who is bullying to explore feelings surrounding their actions through resources such as books or games to build positive strategies for interaction.
- 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/carers and work out with them a plan for handling the child's behaviour; put in the incident book and;
- when children have been bullied, we share what has happened with their parents/carers, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

If an adult bullies another person:

- We will follow the Disciplinary Policy and Procedure if a member of staff behaves negatively towards any child or adult.
- If a parent/carer or visitor behaves in an inappropriate manner towards any child then we will follow the guidelines of our Safeguarding Policy.
- If a parent/carer or visitor behaves in an inappropriate manner towards any adult then we will follow the procedures below:
 - inform your direct supervisor

- they will then speak to the parties involved
- a meeting arranged between all parties to discuss and try and resolve the matter.

In the event that the matter cannot be resolved then a formal meeting with all parties and a member of the management team will take place. If the matter cannot be resolved the pre-school would then follow the Complaints Procedure.

Plan

Behaviour log

This will be used to monitor difficult behaviours to determine the next step for support.

Behaviour manage risk assessment

This will be used to assess the risk to a child, other children or adults, or property and highlight strategies to respond to both positive and difficult behaviours.

Support plan

This can be used for a number of reasons related to the need for supporting a child, relating to behaviour, health or ability and understanding. The form identifies next steps to work towards.

Physical restraint form

This will be used in the case of physical restraint to log the information related to the incident.