



Managing Behaviour Policy

In our setting, we want children to grow in confidence and self-esteem, respecting the needs of others and the behavioural boundaries of the setting. We seek to promote an environment where everyone feels happy, safe, and secure.

We believe children thrive best in an environment where they are free to play and learn. We aim to work towards an environment in which children can develop self-discipline and self-respect.

Methods

We have a named person with overall responsibility for behaviour management. This is the setting SENCO.

The name and contact detail of nominated persons for our settings can be found on parents' board at the setting.

Staff are made aware of training opportunities and all staff are encouraged to attend and to update such training.

- 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 setting.
- 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 familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.
- The children are encouraged, wherever possible, to choose their own activities, giving them as broad a choice as possible to promote a sense of independence and control.
- In cases of unwanted behaviour, we make clear immediately the unacceptability of the behaviour and attitudes by means of explanation.
- In cases of conflict, we use positive strategies in our interactions with the children, for example distraction and or withdrawal from a situation with appropriate adult support.
- The age and stage of development of the child is always to be considered in the management of behaviour.
- No form of physical restraint or punishment is ever used and children are not subject to humiliating or frightening treatment such as "naughty chairs" nor are they excluded on their own from the play areas.

- Unless in immediate danger, adults will not shout at a child or group of children. Adults will go to a situation and speak calmly and quietly to those involved.
- Bullying in any form, whether physical or verbal, is never tolerated.

Marsh Green Pre-school Managing Behaviour Policy

- If unacceptable behaviour causes a problem, the key person or SENCO may consult with parents/carers to develop joint strategies for dealing with the situation.
- With the permission of the parent/carer, advice may be sought from outside agencies such as the area SENCO, Health Visitor or the Behavioural Service.
- In extreme circumstances, if a child has become totally uncooperative and their behaviour is likely to become a danger to themselves or others, parents/carers may be asked to collect their child from the setting early.
- After consultation with senior management, the parent/carer may be asked to withdraw a child either for a period of time, or permanently if staff feel that, despite the strategies put into place, the child's behaviour has become an issue of safety.

Reluctance to co-operate by a child where possible, when staff observe children 'being good', they should use praise to reward children for the 'good' behaviour. In addition, good humour, role modelling and positive body language is used to encourage children to co-operate in the day to day routines of the setting.

On the occasions where a child shows a strong reluctance to co-operate:

- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately
- We explain at the child's developmental level what we would like them to do.
- We offer to help them (e.g. a great many things to clear up would be a daunting task for a young child).
- We encourage and praise any small co-operative act.
- We may ask another child to help and offer praise as appropriate.
- We may re-enforce the concept of helping and co-operating through stories and puppets.
- We look for signs of co-operation from the child during other routines and give praise as appropriate.
- We do not use corporal punishment and, so far as it is reasonably practicable, shall ensure that corporal punishment is not given to any child by: a) any person who cares for, or who is in regular contact with children. b) any person working on the premises.
- Staff must not threaten corporal punishment, nor use or threaten any form of punishment that could have an adverse impact on the child's well-being. Practices that humiliate or frighten the child must not be used.
- Food/drink must never be withheld as a sanction for bad behaviour.
- Good behaviour is valued and encouraged, according to the children's different stages of development. Children will be encouraged to:

- a. Show respect for themselves and others by being polite, caring and sharing.
 - b. Understand what they do and say has an effect on others.
 - c. Show respect for school resources and property.
 - d. Consider their own safety and walk while indoors and moving between buildings.
- We do not use techniques intended to single out and humiliate individual children.
 - We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.

Bullying

Bullying involves the persistent physical or verbal abuse of another child or children.

If a child bullies another child or children:

We intervene to stop the behaviour.

- We would leave another adult to deal with the hurt child if necessary.
- We explain to the child why his/her behaviour is unacceptable using words that the child can understand
- We reassure the child that has been bullied.
- Where appropriate, we would include the child in the care of the child who been hurt.
- We make sure that the child who bullies receives praise when they display acceptable behaviour.
- We do not label children who bully.
- We share what has happened with both sets of parents/carers, explaining our procedures.
- Any such incidents are recorded on an incident sheet. An accident sheet is used for the child who was hurt. Parents will be asked to sign to confirm they have been informed.
- Confidentiality is maintained at all times.

Biting

Many children go through stages in their development, where they exhibit behaviour that others find unacceptable. Biting in particular is a very unpleasant form of behaviour that is particularly prevalent in children whose language skills are only just developing and can often be an expression of frustration that they have not yet acquired the skills to express what they are feeling.

Temper tantrums are another form of behaviour that most children of a similar age or developmental stage go through. Happily, just as temper tantrums eventually diminish with age, so usually does biting.

Our pre-school always follows the same procedures in the event of a child being bitten.

Our procedures are as follows:

- To comfort the bitten child and administer appropriate First Aid.

- To explain to the biting child why biting is unacceptable, that it hurts the other child and show the mark or bruise.
- Remove the biting child from the circumstances that provoked the biting for a short period of time.
- We will always inform the parents of the bitten child. The incident must be recorded in our Incident book. If the bite leaves marks then an entry must also be made in our Accident Book and linked back to the Incident book.
- We will always inform the parents of the child that has bitten and explore with them their strategy for dealing with such incidents if they occur at home or elsewhere. (If their strategy was a direct contradiction of our strategy, e.g. parent biting the child back, we would explain why we thought this was an inappropriate response.)
- To discuss with other staff members the incidents concerned and evaluate and monitor the situation for the future.
- In a small minority of cases where the biting is persistent to the point of serious concern, it may be appropriate to enlist the help of other professionals, e.g. Health Visitor, Child Psychologist, to look closely at any other contributory factors. This would only be done in consultation with parents/carers.
- It is not our pre-school's policy to "expel" a child for this type of behaviour as this only removes the child and does not address the problem.
- Staff members will not disclose the identity of the child that has bitten as it is vital to maintain the confidentiality of the children concerned. We ask for your support in the event of a child biting or being bitten and hope that you will understand the need for our Policy and Procedures which are to safeguard the interests of all those concerned.

Marsh Green Pre-school Managing Behaviour Policy disputes between children physical intervention is only seen as appropriate when it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property, or in what would reasonably be regarded as exceptional circumstances.

Any such incident

- We do not immediately intervene in minor disputes but observe from a distance where appropriate so that children can learn to resolve their own difficulties.
- If intervention is necessary, we acknowledge the feelings of the children concerned e.g. "I can see that you are angry".
- We listen to both children's views and thoughts and then help them to find their own solutions or suggest solutions for them.
- We aim to ensure that both children leave the dispute content with the outcome.
- Staff will have a generous approach with verbal praise for positive behaviour and achievement. Rewards such as stickers and privileges may be used to encourage positive behaviour.
- Unacceptable behaviour should be addressed by using positive techniques such as:
 - a. Early intervention and re-directing children.
 - b. Praising and reinforcing good behaviour.

- c. Encouraging sharing and negotiation.
- d. Helping children to understand the effects of their behaviour on others.
- e. Help children to challenge bullying.
- f. Encourage responsibility such as tidying up, during and at the end of the play session.

Sanctions

- a. Discussions and verbal warnings.
- b. Movement from area where behaviour is unacceptable.
- c. Sitting down in a quiet area to reflect on behaviour for short time.
 - Staff should recognise that children are learning to deal with a range of emotions and feelings. Acknowledge these feelings and work with the children to find constructive solutions.
 - Explain to the children why their behaviour is unacceptable and be consistent in applying agreed procedures.
 - Avoid discussing children’s behaviour with staff or parents in front of them or others.
 - If behaviour is consistently poor, discussions will take place with parent/carer to establish if there are any underlying reasons for behaviour. Routines will be established with parents to provide consistency and support for the child.

This policy was adopted at a meeting of

Marsh Green Pre-school CIO

Held on (date)

Signed :

(Manager)

Signed:

(Chairperson)