

Behaviour Management Policy

Statement of intent

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

Aim:

We (The Management) aim to provide an environment in which acceptable behaviour is encouraged, unacceptable behaviour is dealt with appropriately and where children learn to respect themselves, other people and their environment.

Methods:

1. Keep up to date with legislation and research and thinking on handling children's behaviour
2. Access relevant sources of expertise on handling children's behaviour
3. Check that all staff have relevant in-service training on handling children's behaviour and keep a record of staff attendance at this training.
4. We promote the Fundamental British Values, please refer to our Curriculum policy for further information on how we achieve this

All staff, students and volunteers will:

1. Provide a positive model of behaviour by treating children, parents and each other with friendliness, care and consideration
2. 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
3. Be made aware of the pre-school's behaviour policy and its rules for behaviour
4. Keep to the rules, and apply them consistently so children know what's expected of them and feel safe
5. Work with parents to help children learn the rules
6. Work with parents to understand and respect differing codes of behaviour because of cultural diversity
7. Be aware that some kinds of behaviour may arise from a child's additional needs
8. Ensure that children who behave inappropriately know that it is the behaviour not them that is unwelcome
9. Praise and endorse desirable behaviour such as kindness and willingness to share
10. Avoid creating situations in which children receive adult attention only in return for undesirable behaviour

Inappropriate behaviour is different for different ages of children and stages of development but may include, for example

1. Refusing to share and take turns with other children
2. Aggressive behaviour of any kind such as hitting, kicking or pushing
3. Unkind words, name-calling and racist remarks
4. Deliberate defiance of a member of staff

When children behave in inappropriate ways:

1. Their actions, and the possible consequences, will be discussed calmly with them by a member of staff and where appropriate the child will be encouraged to apologise to the person concerned
2. If staff are finding behaviour persistently difficult to deal with, we may use and record observations to establish an understanding of the cause. In addition we would discuss the way forward with the parents to determine if there is an underlying cause such as problems at home or change in family circumstances. We would aim to find a common approach with parents/guardians/carers.
3. We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development - for example by distraction, discussion, redirecting the child or by withdrawing the activity or situation from the child for a short period.

The following ways of dealing with inappropriate behaviour will NOT be used or threatened under any circumstances at the pre-school

1. Physical punishment such as smacking or shaking
2. Deprivation of needs
3. Humiliation or ridicule
4. Leaving a child alone in a room

Physical restraint of a child will only be used where in the judgement of the staff there is real or potential danger of injuring himself/herself or others or of damaging property. Any significant event of this sort must be recorded on a Physical Intervention form. This form must then be copied and on collecting the child, the parent must sign both copies. One copy will then be handed to the parent and the second copy needs to be filed along with the child's personal records in setting

Bullying:

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

If a child bullies another child or children:

1. We intervene to stop the child harming the other child or children
2. We explain to the child doing the bullying why their behaviour is inappropriate
3. We give reassurance to the child or children who have been bullied
4. We encourage the child who has bullied to apologise for their actions
5. We make sure that children who bully receive praise when they display acceptable behaviour
6. We do not label children who bully
7. When children bully, we discuss what has happened with their parents/carers and agree with them a plan for handling the child's behaviour
8. 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

Exclusion:

In extreme circumstances we have the right to exclude a child from attending our setting, or to restrict their days/times of attendance, to ensure the safety of others.

Code of Conduct

In addition to the above all staff and volunteers, committee members, parents and visitors are bound to abide by our Code of Conduct; please refer to this document for further details.

APPENDIX 1 Biting Policy

Biting is a normal baby/toddler behaviour that can affect any child at any time. Having an understanding of why any child bites is vital in resolving the situation and supporting the child.

Children can bite for a number of reasons and they can include:

- **Expressing emotion** – Although this may seem very strange but children can bite as a way of showing love. Toddlers do not possess the tools to express their emotions in an acceptable way.
- **Experimenting** – Toddlers learn by experimenting, putting objects in their mouths in particular. They often do not mean to bite but it is difficult for them to differentiate between using their mouths to make sense of their surroundings and biting, therefore inflicting pain.
- **Defending** – Where toddler's communication skills are not developed they use biting as a way of expressing themselves. When they feel anxious, threatened or nervous they bite as a way of ensuring the 'other child' moves away.

- **Controlling** – Some toddlers can use biting as a way of gaining control of a situation and getting what they want!
- **Frustration** – To gain attention from an adult or another child. They may not know how to share or take turns.

In any situation a child that bites will be supported by liaising with their parents in order to find a consistent approach that everyone is happy with. This approach will be regularly reviewed and adapted where necessary.

If a child is bitten, that child is comforted and treated immediately by a first aider. The child that has bitten is told in a strong and firm voice, “NO BITING” and moved to a separate area where no further attention is given, whether positive or negative. All of the attention is given to the child that has been bitten.

An accident form will be written for the child with the injury and parents informed. An incident form will be written for the child that has bitten and their parents informed as well. On both of these occasions the parent will sign these forms and they will be kept on file for future reference. In line with our confidentiality policy there will be no exchange of children’s names by the staff and all information will be kept on the preschool premises.

As well as supporting children that bite we will also support and protect the other children within the setting. Close supervision of children that are known to bite will enable staff to quickly intervene and help to reduce the amount of incidents from occurring. Staff will continue to provide stimulating activities and a variety of play situations to ensure the child’s attention is maintained and that they are interested in the activities on offer.

Staff can sometimes Pre-empt a possible negative situation occurring, in these cases they will use distraction methods to divert the child away from biting and focus on something else.

In most cases biting is only seen as a phase that the child goes through and the length of time can depend on the individual child and their reasons for biting. As long as the key person and the parents keep working together to develop a consistent approach we will be able to quickly respond to their needs and support them throughout the phase.

Version	Changes made	Author	Date
1.0	Baseline version	Lyn D	12 th Oct 2015
1.1	4) Statement in Bold reworded to include reference to Physical Intervention form	Lyn D	12 th Nov 2015
1.2	3 c) Change of wording re: redirecting the child or removing a toy/ situation away from the child	Lyn D	6 th Feb 2016
1.3	Paragraph added re: Exclusion	Lyn D	9 th Aug 2016
1.4	Para 4 added to methods regarding British Values. Reference made to code of conduct	Amanda	23 rd October 2017
1.5	Appendix added re: Biting	Amanda	24 th April 2019