



# **Behaviour Management Policy**

**Pre-school Manager: Nicky Benson-Dare**

**This policy will be reviewed annually. It will also be revised following any concerns and/or updates to national and local guidance and procedures.**

## Statement

We recognise the importance of positive and effective behaviour management strategies in promoting children's welfare, learning and enjoyment. We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We require all staff and volunteers to provide a positive model of behaviour by treating the children, parents/carers, and one another with friendliness, care and courtesy.

## Aim

The aims of our behaviour management policy are to help children to:

- Understand what constitutes acceptable, positive behaviour
- Behave in socially acceptable ways and to understand the needs and rights of others
- Build strong, caring and positive relationships with other children and staff
- Develop confidence, self-discipline and self-esteem in an environment which encourages and rewards mutual respect.

The aims of our behaviour management policy are to help staff to:

- Understand clearly what is expected when it comes to the behaviour of both staff and children
- Understand how to implement the behaviour management strategies
- Understand how to recognise when physical intervention is needed and how to conduct themselves appropriately in such circumstances.

## Procedures

We ensure new staff and parents/carers are aware of our behaviour management policy and our procedures for behaviour. Behaviour management in our setting promotes positive behaviour and addresses inconsiderate behaviours. To encourage positive behaviour:

- We will ensure that children are learning to understand their emotions and behaviours in day to day activities.
- Staff and children will be made aware of the 'Busy Bee Rules' which govern all behaviour. These rules will be reviewed periodically so that new ideas and rules can be added when necessary. They will also be clearly displayed in our pre-school with visual supports.
- We will set a positive example to children by behaving in a friendly and tolerant manner, to promote an atmosphere in which adults and children respect and value one another.
- We will support each child in developing self-esteem, confidence and feelings of competence.
- We will encourage and facilitate mediation between children to try and resolve conflicts by discussion and negotiation.

- We will not shout or raise our voices in a threatening way to respond to children's negative behaviour.
- We will use discussion to explain to children why certain behaviours are not acceptable.
- We will ensure that the language we use and the expectations we have match the developmental stage of the child.
- We will focus on positive language, for example, *"Please use your walking legs"*, instead of *"Do not run"*.
- We will use gestures, signing and visual supports to reinforce spoken language.
- We will provide a range of stimulating activities based on the individual interests and stages of development of the children within the setting at any given time.
- We will support children in developing an understanding of turn-taking and sharing.
- We will support each child in developing a sense of belonging in our pre-school, so that they feel valued and welcome.
- We will avoid creating situations in which children receive adult attention only for negative behaviour.
- We will only use positive handling, such as holding, to prevent physical injury to children or adults and/or serious damage to property.
- We will reinforce positive behaviour such as kindness and willingness to share, with acknowledgement, praise and encouragement.
- We will challenge negative behaviour in a calm but assertive manner.
- We will not single out and humiliate individual children.
- We will work as a team, discussing incidents together and agreeing a consistent approach.
- We will raise concerns with parents/carers regarding inconsiderate behaviour at the earliest opportunity, to help identify the causes of negative behaviour and devise strategies for dealing with it. These discussions will not be held in front of the child.

In the event that a child's behaviour causes injury to another child or member of staff:

- A report of the incident will be made on an incident form and the parents/carers of both children will be notified of the incident. Confidentiality of all children involved will be maintained. The injury should continue to be observed by staff and parents/carers for signs of infection.

- The parents/carers of the child who has engaged in negative behaviour should be informed at collection time. Staff will ensure this is handled in a sensitive and confidential manner and not discussed openly in front of other parents/carers and children.
- We look at the context of each incident to try to identify the reason why it occurred, in an effort to prevent further negative behaviour. Continuous developmental support will be given by the child's key person to encourage the child to resolve conflict or frustration in an appropriate manner.
- In the event of this behaviour being repeated, as before, we will look to distinguish a cause and we will arrange a meeting with the child's parents/carers to develop strategies to prevent the negative behaviour. Parents/carers will be reassured that it is part of a child's development and not made to feel that it is their fault. We work with parents to reduce any anxiety or stress caused to anyone involved in these incidents.

### Physical Intervention

The Human Rights Act 1998 sets out the fundamental rights and freedoms which belong to everyone in Britain. It incorporates the rights from the European Convention on Human Rights (ECHR) into domestic law. Some rights are absolute, but most are qualified, which means the state may 'interfere' with them in specified circumstances, provided that it has good reason and abides by strict safeguards.

The key human rights from the ECHR that need to be considered in relation to restraint are: Article 3 (prohibition against torture, or inhuman or degrading treatment), Article 5 (right to liberty), Article 8 (right to private and family life, including personal autonomy and respect for physical and mental integrity), and Article 14 (non-discrimination in the enjoyment of ECHR rights).

Part of our role as practitioners is to keep children in our care safe. If a child is behaving in a way that could cause them to hurt themselves, or someone else, we have to try and prevent this from happening. Sometimes as a last resort, physical intervention is the only way to ensure safety.

The positive use of touch is a normal part of interaction and is appropriate in a range of different situations. For young children, examples of these could include:

- Providing the child with emotional support
- Helping the child with personal care needs
- Giving guidance in tasks

Physical intervention is not the same as positive handling. Physical intervention occurs when a practitioner uses physical force to restrict a child's movements against their will. Any physical intervention used should be a supportive act of care and control not a punitive action by the adult.

The Statutory Framework for the Early Years Foundation Stage (EYFS) sets out the specific legal requirements in relation to EYFS and provides the following guidance: "where physical

intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. Providers, including childminders, must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable."

#### 'Rough & Tumble Play' or 'Fantasy Aggression Play'

Young children often engage in play that has aggressive themes, such as superhero and weapon play. This can sometimes encourage negative behaviour, but the intention is not necessarily to be hurtful or engage in bullying. We recognise that, within limits, teasing and 'rough & tumble play' are normal for young children and we regard these kinds of play as pro-social, and not as problematic or aggressive. We recognise that fantasy play also contains themes such as 'goodies and baddies' which offer us opportunities to explore concepts of right and wrong. We are able to use the content of the play to suggest strategies for heroes and heroines that encourage empathy, lateral thinking, and conflict resolution.