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# Behaviour management policy

We reviewed and updated this policy on 19/05/2019 then on 12/11/2020

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| This policy draws upon the following statutory guidance and legislation* The EYFS Statutory guidance 2017
* The united nations convention on the rights of a child
* Equalities Act 2010
* Prevent duty 2015
* Counter Terrorism and Security Act
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# Behaviour management officers

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| Behaviour management lead practitioner – Jenna LindowBehaviour management deputy practitioner – Chloe Wigley |

Statement of intent

Our setting believes that children flourish best when they are respected and treated as individuals. We will always ensure there are clear and developmentally appropriate expectations of their behaviour which are embedded in our values and supported with praise. The first step is to develop clear bonds with children and close parent partnerships. To reduce the opportunities for conflict we will have a proactive approach to behaviour including fair, consistent and age appropriate rules and boundaries and clear procedures for staff. We also endeavour to explore themes and topics around personal and social emotional development through the use of Social stories and puppet to support positive behaviours and understanding of others emotions as well as our own.

Aim

 We aim to support children to behave in socially acceptable ways using British values, and to understand the needs and rights of others by encouraging children to:

* Respect one another’s feelings and rights including listening to each other and using kind words (rule of law)
* Develop an understanding that we are all equal and all our beliefs are valued (Mutual respect and tolerance of different faiths)
* Ask politely for, and offer things to, each other
* To make decisions together (democracy)
* To say ’no’ politely and accept ‘no’ from others
* Accepting all opinions (Individual liberty)
* To use assertive skills to achieve their goals.

# Fundamental British Values in the Early Years (taken from <https://foundationyears.org.uk/wp-content/uploads/2017/08/Fundamental-British-Values-in-the-Early-Years-2017.pdf>)

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2017 Early Years Foundation Stage.

Separately, the Counter Terrorism and Security Act also places a duty on early years providers

“to have due regard to the need to prevent people from being drawn into terrorism” (the Prevent duty). The duty came into effect from July 2015.

Statutory guidance on the duty is available at <https://www.gov.uk/government/publications/prevent-duty-guidance> .

**Democracy: making decisions together**

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

 Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other’s views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.

 Staff can support the decisions that children make and provide activities involving turn taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

**Rule of law: understanding rules matter as cited in Personal Social and Emotional development**

As part of the focus on managing feelings and behaviour:

Staff can ensure children understand their own and others’ behaviour and its consequences and learn to distinguish right from wrong. Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure all children understand rules apply to everyone.

**Individual liberty: freedom for all**

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

 Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.

Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

**Mutual respect and tolerance: treat others as you want to be treated**

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued, and children are engaged with the wider community.

 Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.

 Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other’s opinions.

 Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children’s experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

 **What is not acceptable is:**

 • actively promoting intolerance of other faiths, cultures, and races.

• failure to challenge gender stereotypes and routinely segregate girls and boys.

• isolating children from their wider community.

• failure to challenge behaviours (whether of staff, children, or parents) not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect, and tolerance for those with different faiths and beliefs.

We aim to work with the children to enable them to develop self-discipline and self-esteem in a safe environment of mutual respect and encouragement. We promote positive behaviour and have developed strategies for dealing with unwanted behaviour ranging from reinforcement of positive behaviour to specific team approaches used by every practitioner. We work closely with parents to support children who may be demonstrating unwanted behaviour by recording, monitoring, sharing strategies and providing additional one-to-one time for the child if they need extra emotional support. On occasions where team approaches are not working, or behaviour is suspected to be linked to SEND a behaviour plan will be written in conjunction with the parents and if necessary, outside specialists will be involved.

To promote positive behaviour, we have implemented the following.

* We have a designated member of staff to support key workers with children who are behaving in unacceptable ways.
* We have developed some simple 'golden rules' for the setting with the children’s support. These are explained to everyone in the setting.
* We involve the children in helping to agree rules wherever possible and discuss them regularly at circle time.

All adults in the setting ensure rules and behavioural approaches are applied consistently, so children have the security of knowing what to expect and learning right from wrong.

All staff provide a positive role model for the children with regard to friendliness, care and courtesy. Modelling polite manners such as saying “please” and “thank you” and showing respect and tolerance to all.

We take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.

We ensure students and volunteers read our policy as part of their induction and approach behaviour in the same consistent way.

We stay in close contact with parents and carers making sure we feed back in a positive, sensitive, and professional manner.

When children behave in undesirable ways, we will follow the procedure outlined below.

* Children who consistently ‘make others sad’ will be spoken with regarding social story expectations of behaviour. This may involve talking about what went wrong and why and how to behave more appropriately in the future. This might be achieved by a period of “thinking time” with an adult, where the child takes time to consider alternative appropriate behaviour. Attention will be short and supportive.
* In cases of serious misbehaviour or persistent targeted unkindness, such as racial bullying or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame. Parents will be informed, the incident logged and signed at pick up.
* In any case of misbehaviour, it will always be made clear to the child or children concerned it is the behaviour and not the child that is unwelcome.
* Staff will not shout or raise their voices in a threatening way.
* Physical punishment, such as smacking or shaking, will NOT be used, or threatened. Such behaviour from any member of staff in the setting would be classed as gross misconduct, which could lead to instant dismissal.
* Techniques intended to single out and humiliate individual children such as a “naughty chair” will not be used but instead a period of down time encouraged with a practitioner followed by a chat about what could have happened.
* Staff will make themselves aware of and respect a range of cultural expectations regarding interactions between people but will not overlook safeguarding issues or the happiness and wellbeing of the children.

Staff will be aware some kinds of behaviour may arise from a child's additional needs. They will work with the SENCO to develop strategies to support the individual child's behaviour. If necessary, persistent unacceptable behaviour, will be tackled with a support plan, established, and integrated fully into the setting which is used to ensure a team approach.

# Behaviour monitoring - Form used to monitor behaviour

At Lilly Brook we understand the need to record a range of behaviours this may include but it is not limited to the following:

* Physical contact
* Where an action of one child has affected another child’s feelings such as making them sad or angry and a child has not recognised the emotions or effect on peer.
* Behaviours indicative of potential needs to support potential referrals. (Stimming, Echolalia, PICA, etc.)
* Tantrums (to explore ways to support)
* Biting
* When a child tells an untruth
* When a child displays sexualised behaviour
* When a child is unkind with their words to peers or a particular peer
* If a child is upset during the day at regular intervals.
* Headbutting

It is important to note that all behaviours have a reason and sometimes this can be down to a range of factors including but not limited to:

* Hunger
* Changes in their lives
* Transitions
* Social misunderstandings
* Undiagnosed additional needs
* Potential Safeguarding concerns
* Communication difficulties

Behaviour monitoring will look at timings in the day and day of the week for example to look at patterns of behaviour. This allows staff to explore what next steps to put in place to support behaviours that might be affecting the individual or another member of the group.

**Behaviour monitoring form**

Our behaviour monitoring forms record information to support what happened, when, observed by whom and what appropriate next steps are due to be taken.

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| **Date, Time, Location** | **What was happening before the incident** | **What happened during the incident** | **Next steps and who dealt with the incident** |

# Physical Intervention

Physical intervention including restraint may be used to prevent personal injury or serious damage to property. Incidents involving physical restraint will be recorded and shared with the parent upon collection.

# Biting

Biting is a common stage of development some children may experience, due to teething, language delay, other communication difficulties or frustration. Children are supported to use their words by staff role modelling ‘help please’, ‘stop I don’t like it’ rather than reacting physically. We ensure young children experiencing this stage of development are shadowed, to ensure injuries to other children are kept to a minimum. We ensure parents are informed if their child has bitten or been bitten. All incidents are recorded and logged.

# Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes - such as superhero and weapon play. Some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

We recognise rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive' but will always encourage children to regard their friend’s reactions and check their play is not causing distress. Children understand they must ask a peer if they ‘want to play’ and accept ‘no’ if they do not. We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

# Radicalisation

Embedding British Values through rules and role models is the approach used to try and prevent children from becoming radicalised. By offering children an environment where all views are respected and all children are treated equally, we hope to teach children right from wrong. Practitioners, parents, and carers have a legal obligation to report any signs of radicalisation shown by a child. Practitioners are aware of the route used to report concerns and they will always act to ensure the needs of the child are met (see Safeguarding Policy for more information). Prevent Duty training has been attended by the manager and SENCO.

# Practitioner Code of Conduct

 It is important that practitioners are constant and clear role models. This involves good practise during the day where children are encouraged to show positive behaviour, and professional conduct at all other times when considering their setting. Practitioners will not befriend current parents on social media or compromise their professional relationship. They will not post information about their job or any of the children as they understand this may put the setting at risk. Practitioners understand the importance of their duty towards children and need to maintain an objective view of families who attend the setting at all times whilst enjoying a productive professional relationship with them.

# Behaviour Promotion techniques (positive reinforcement)

# The Cloud, Sun and Star chart

1. All children start on the sun at the beginning of each day.
2. You can only move up or down one move at a time. For example, you cannot move from the cloud to the star in one move.
3. Children are responsible for moving their own names on the chart.
4. Staff are there to support, explain and describe what can be done instead of negative actions to make positive steps.
5. If children reach the star, they get a sticker on the group chart.
6. Children will be in their key groups for the star chart to foster the group achievement element.

Children will be given verbal praise and stickers for amazing work.

# Stages to dealing with persistent unacceptable behaviour and procedure for management and Exclusions

Lilly Brook Pre-school is committed to dealing with negative behaviour in a non-confrontational and constructive manner. Wherever possible, disruptive, or challenging behaviour will be tackled collectively between staff and children in the setting. Such procedures are outlined in this Behaviour Management policy.

However, there are occasions when such strategies alone will not alter or prevent negative behaviour. In such cases, further action will be necessary, including reviewing a child’s place at Preschool, on either a temporary or permanent basis.

## Dealing with unwanted Behaviour

## Initial assessment of behaviour

* Record behaviour each day on antecedents monitoring form and feedback to parents daily, parents must sign the recording sheet and write on the reverse any comments that might be relevant for example sleep pattern the night before, have they been eating well at home, have they not been feeling well, how was their behaviour the night before and in the morning before attending pre-school. Liaise with the company SENCO Jenna Lindow
* Observe for six weeks and implement strategies of the setting including positive reinforcers and distractors.
* Complete an audit of behaviour logs and identify key behaviours that pose a risk
* Complete a risk assessment and complete an individual learning plan to support activities with the child to promote positive behaviours and emotional wellbeing.
* Referral to Bromley children’s project, Pre School Panel and Bromley Wellbeing services as and where needed or identified.
* Discuss any Safeguarding concerns with the Safeguarding lead
* A meeting should be held every six weeks to review ILP progress, referrals, and development progress with a view to discuss what strategies are in place at home and review progress.
* PSE activities introduced to support understanding of what went wrong and supporting new strategies to support self-regulation of emotions and empathy for peers.

## Parental Meetings

**Excellent communication with customers is key to the success of any Pre-school/childcare establishment and developing working in partnership relationships.** In order to be successful, parents – the ‘customers’ – need to be kept up to date, involved and informed about all aspects of the Pre School affecting them. Staff need to be mindful of parent’s fears, own difficulties and respect parents’ equivalent expertise.

Effective communication is vital in securing good customer service in a pre-school and is a central cog to its success. Parents have a right to be kept informed, so as a business, it is crucial we ensure they are. Communication is the part of any relationship, whether personal or professional, that will either make it strong or weak.

Parents should be made aware of the behaviour management policies and the philosophy underpinning our service. We make sure these procedures and policies are clear from the outset to pre-empt dissatisfaction and complaints.

Remember, the majority of children will have working parents with different schedules and commitments, so bear in mind when examining your communication methods and demands in regards to parental meetings. Give parents advance notice, communicate effectively using the email facility keeping in mind GDPR and confidentiality. You will need to write a letter in word then password protect. You send the word document as an attachment and send a separate email with password. Remember one policy one size does not fit all – knowing and understanding your audience is essential to fostering great relationships.

## Persistent unacceptable behaviour from a child will result in:

## Stage 1

A letter detailing a formal warning from staff about behavioural actions and an invite to a behaviour management strategy meeting with the manager. A risk assessment of behaviour will be drawn up. Staff will explain to the child why the behaviour is unacceptable and the consequences of any further such incidents. Children will be encouraged to discuss her/his behaviour, to explain her/his actions, and helped to develop strategies to avoiding repeat incidents. Parents must work with the setting and provide continuity by implementing suggested strategies and attending meetings. The Parent will be consulted about placement onto a CAF.

### Statutory element EYFS 2017 states:

### **Risk assessment 3.64**. Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks

## Stage 2

Referral to external agencies regarding Sen needs if applicable. If one to one care is needed sipps support will be requested through a pre school panel referral. This must be done with parents consent and full support. Failure to support can prevent us meeting our statutory requirement and may result in a need to record non engagement and Safeguarding concerns being noted. In house support plan drawn up. EHCP application may be made in consultation with the area SENCO.

### Statutory element EYFS 2017 states:

### **Special educational needs 3.67.** Providers must have arrangements in place to support children with SEN or disabilities

## Stage 3

If a referral is rejected or support funding denied for one to one support we will make a request to parents to ascertain if self-funding the cost of additional staff for a one to one provision is an option. , we reserve the right to terminate or suspend a space, as we have a duty of care to safeguard all members of the preschool (volunteers, Visitors, staff, children and parents) if

* Funding cannot be obtained
* Staff member for one to one support cannot be recruited
* Parents do not work in partnership with the setting
* Parents use threatening behaviour towards staff
* The safety of other children is deemed at risk.

Details of all behaviour logs, warnings, suspensions, and exclusions will be recorded and kept on the setting’s records. Each warning should be discussed with the child concerned and her/his parent/carer. All staff will be made aware of any warnings given to a child. As a last resort, the Management Committee has the right to temporarily suspend or permanently exclude a child in the event of persistent and irresolvable unacceptable behaviour and non-engagement of parents. This can also result in a referral to External agencies such as MASH.

Children will only be suspended or excluded as a last resort, when no alternative action could be taken, or when it is felt that other children and/or staff are potentially at risk.

Staff should always keep parents/carers informed about behaviour management issues relating to their child and attempt to work with them to tackle the causes of disruptive or unacceptable behaviour.

No member of staff may impose a suspension from Pre-school without prior discussion with the Management Committee. Staff will consult the Supervisor as early as possible if they believe a child’s behaviour is in danger of warranting suspension or exclusion.

PLEASE NOTE EXPULSIONS ARE A LAST RESORT AND MUST BE AGREED BY THE COMPANY SENCO.

Exemptions

Only in the event of an extremely serious or dangerous incident will a child be suspended from Pre-school by the Supervisor with immediate effect.

Serious or dangerous incidents/behaviours include but not limited to:

* Punching
* Strangling
* Hitting another child with a sharp or hard object with the intent to cause serious harm
* Bringing in weapons to pre-school
* Use of hate language or discriminatory behaviour or swearing

In such circumstances, the child’s parent/carer will be contacted immediately and asked to collect their child. Children will not be allowed to leave the premises until a parent/carer arrives to collect them. The Supervisor will inform the Management Committee of the incident as soon as possible.

After an immediate suspension has taken place, the Supervisor will arrange a meeting with the child concerned and her/his parents/carers to discuss the incident and decide if it will be possible for her/him to return to Preschool.

Suspensions and exclusions should be consistent, fair and proportionate to the behaviour concerned. Consideration will be given to the child’s age and maturity, SEN and Safeguarding needs. Any other relevant information about the child and her/his situation will also be considered.

When a suspension is over and before a child is allowed to return, there will be a discussion between staff, the child and her/his parent/carer and the Committee may set out the conditions of the child’s return and generate a risk assessment.

# Parent behaviour expectations

You can help us to maintain our responsibilities in the following ways:

Please do:

* Share information with staff on your child’s development, health, and wellbeing.
* Speak to a manager by arranged appointment about concerns, all appointments are treated as strictly confidential and should not be discussed outside of that meeting.
* Follow our complaints policy on our website [www.lillybrookchildcare@outlook.com](http://www.lillybrookchildcare@outlook.com) if you feel you are unhappy with a situation or outcome arising from a complaint.
* Let us know if someone else is collecting your child and give them a password and us a description of them and provide us with a full faced photograph. (as per our Collection policy)
* Collect your child on time - if you are going to be unavoidably late then please contact the pre-school to let us know.
* Ensure you can safely transport your child to and from the pre-school using age-appropriate car seat restraints, and you are fit, well and alert enough to do so.
* Feedback any suggestions and ideas to the pre-school staff and management team.
* Direct any worries, concerns or complaints to the pre-school Manager, arranging a meeting if required.

Please refrain from:

* Negative verbal or physical interactions whilst on the pre-school site. We promote a positive language and interaction environment in all aspects of the pre-school, so we ask all parents/guardians and visitors to be aware of this.
* Using inappropriate language or displaying aggressive or threatening behaviour towards the staff, children, or other parents/carers either in person, on the phone or in writing will not be tolerated.
* Collecting your child(ren) from pre-school if you have consumed alcohol, medication or other substances affecting your judgement or responses. Such a situation will be dealt with both sensitively but with seriousness. Your child will not be released to you.
* Discussing sensitive issues within earshot of your child or other children and parents.
* Taking photos or videos of children other than your own.
* Please switch your mobile phone to silent and feel free to finish any conversations before you get to us. Please DO NOT use a mobile telephone inside areas of the pre-school as per our Mobile Phone Policy.
* Discussing incidents with your child to other parents or visitors in a way that calls the nurseries reputation into disrepute. All complaints should be made according to our policy. This may result in a suspension of a place.
* Discussing behaviour management record sheets at pick up or drop off. Staff will hand these sheets to parents to read and sign. If you wish to discuss further, please email for an appointment. Record sheets will detail date and events of concern and method of behaviour management used.

Please note we reserve the right to cancel or withdraw a space if the policies and procedures of our setting are not followed.