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# Behaviour management policy

We reviewed and updated this policy on 19/05/2019

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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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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.

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 that 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 that involve 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 that 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 that 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) that are 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 are in need of 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 that rules and behavioural approaches are applied consistently, so that 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 that 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 that 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.

# 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 that 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 that young children experiencing this stage of development are shadowed, to ensure that injuries to other children are kept to a minimum. We ensure that 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 that 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 friends reactions and check that their play is not causing distress. Children understand that 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 that 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 that 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 persistent unacceptable behaviour management and Exclusions

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](http://www.polstead.org.uk/policy/behaviour-management).

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.

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.

### 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 in regards to 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 skip to stage3. In house support plan drawn up.

### 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 do not make the payment needed to fund the cost of the additional staff member for the length of their proposed employment.

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.

Children will only be suspended or excluded as a last resort, when there is no alternative action that 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 Preschool without prior discussion with the Management Committee. Staff will consult the Supervisor as early as possible if they believe that a child’s behaviour is in danger of warranting suspension or exclusion.

Exemptions

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

Serious or dangerous incidents/behaviours include and are 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 seen as consistent, fair and proportionate to the behaviour concerned. Consideration will be given to the child’s age and maturity. 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.

# 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, that 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 nursery to let us know.
* Ensure you can safely transport your child to and from the nursery using age-appropriate car seat restraints, and that you are fit, well and alert enough to do so. · Feedback any suggestions and ideas to the nursery staff and management team. · Direct any worries, concerns or complaints to the Nursery Manager, arranging a meeting if required.

Please refrain from:

* Negative verbal or physical interactions whilst on the nursery site. We promote a positive language and interaction environment in all aspects of the nursery, 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. Under no circumstances will this be tolerated.
* Collecting your child(ren) from nursery if you have consumed alcohol, medication or other substances that have affected 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 Nursery as per our Mobile Phone Policy.
* 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.