



BEHAVIOUR MANAGEMENT POLICY

April 2018

Policy Date: _____	This policy was reviewed and adopted by the Committee of Our Lady's Pre-school.
Policy Review Date: _____	Chair Signatory: _____

[This policy runs alongside the Accident/Incident procedure, Risk Assessment and Complaints procedure.](#)

This complies with the Statutory Framework for the Early Years Foundation Stage.

Legislation Links: Equalities Act 2010, SEND Code of Practice 2015, Data Protection Act 1998.

This is a Non- Statutory Policy

Policy Statement

Managing Feelings and Behaviour is an aspect of learning and development in the Early Years Foundation Stage and requires inclusive practice that supports, encourages and teaches all children in our care with regard to age and stage of development and individual needs.

The named person for Behaviour Management in our setting is Annalisa Ferrazza.

Procedures

- ◆ We require all staff, volunteers and students to constantly demonstrate positive role modelling at all times and distract/prevent behaviour/conflict when necessary by treating children, parents and one another with friendliness, care, courtesy and respect.
- ◆ We familiarise new staff, volunteers and students with the settings behaviour policy and our code of professional conduct.
- ◆ We work in partnership with parents who are regularly informed about their children's behaviour. We work with parents to address reoccurring behaviour using our observation records to help us understand the cause and to decide jointly how to respond appropriately.
- ◆ We recognise that codes for behaviour with other people may vary between different cultures and we require staff, volunteers and students to be aware of and respect this. However we must adhere to this policy.
- ◆ All staff are aware and take very seriously any form of what may be referred to as 'bullying'. If bullying occurs it is acted upon immediately and will not be tolerated.

- ◆ The named behaviour support has and continues to attend relevant training in behaviour management and together with support from the SEN Co-ordinator, has links with outside agencies to gain advice and support when needed.
- ◆ We regularly carry out behaviour and environment audits which considers the behaviour of the children and adults and allows for reflective practice.

Strategies

- ◆ We require all staff, volunteers and students to use positive strategies for handling inconsiderate behaviour. This can be done by:
 - ⇒ Helping children find solutions
 - ⇒ Considering age and stage of development
 - ⇒ Acknowledgement of feelings
 - ⇒ Explanation as to what was not acceptable
 - ⇒ Support children to gain control of their feelings

These all help the children learn a more appropriate response.

- ◆ We acknowledge considerate behaviour and give praise where possible to build self esteem and confidence. Using 'stickers' or our 'Sharing Tree' helps this. Praise should be specific, clear and meaningful.
- ◆ Each child has a Key Person to support positive behaviour and help them develop a sense of belonging to the group so that they feel valued and welcome.
- ◆ We recognise that very young children are unable to regulate their own emotions and require sensitive adults to help them do this.
- ◆ Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve the issue and promote understanding.
- ◆ If a behaviour is frequent, we try to find out the underlying cause. Sometimes a child has not settled in well and the behaviour may be a result of separation anxiety.
- ◆ We focus on ensuring the child's attachment figure in the setting, usually the key person, is building a strong relationship to provide security for the child. We also work alongside the parents and try where possible to adopt the same strategies.
- ◆ Visual supports are used throughout the setting for all children including those with Behaviour, Emotional, Social Development (BESD) and Special Educational Needs.
- ◆ Specific resources are used appropriately for individual or groups of children when needed or recommended by an outside agency.
- ◆ Children are given time to respond to adult requests. We use the ECAT strategies.
- ◆ If any form of bullying occurs staff work with the child to explore the reasons behind this behaviour and address the issue as a whole group using discussion and resources such as stories, puppets and our Golden Rules.

- ◆ We never use methods that humiliate or label the child nor do we use the word 'naughty'.
- ◆ We never use physical or corporal punishment, such as shouting, shaking or smacking.
- ◆ We use a 'take 2' approach if a child needs to be removed from a situation. An adult will sit with the child for 2 minutes, listening to their explanation of events and helping the child explore their feelings and working together to find a solution. Adults will explain (age appropriate) to the child their actions and to help them understand that actions have consequences.
- ◆ Each new academic year the children are asked to create a set of 'Golden Rules' for the setting. These are shared around the setting and with parents in their welcome pack.
- ◆ If a Behavioural, Emotional, Social Development (BESD) difficulty has been recognised, we use STAR charts. This will enable us to see a pattern in behaviour and act accordingly.
- ◆ Staff are aware that significant changes in behaviour may be signs of possible neglect or abuse and will take appropriate action in accordance with our safeguarding policy should a concern arise.
- ◆ We can offer advice and seek further support for parents who may be struggling to manage their child's behaviour.
- ◆ We will always make a record of an incident should an injury occur. If there is no injury we may just refer to parents at the end of a session.

Physical Intervention (This is also linked to Personal Care and Toileting Policy)

- ◆ We will only use physical restraint on a child, such as holding, to prevent physical injury to other children, adults or themselves.

Details of such an event, what happened, what action and by whom and any names of witnesses are brought to the attention of the setting leader, Angela Franco and are recorded on an incident form. The child's parents are informed at the end of the session.

Superhero, Rough, Tumble and Weapon play

- ◆ Our setting will acknowledge the positive aspects of the character of the Superhero and highlight the negative aspects of weapon use and physical violence at a level that is appropriate to the age and needs of the children. This will be mainly done through story, drama and appropriate discussion.
- ◆ Staff will regularly evaluate the impact that actively fostering this element of role play has on the environment, the cohort as a whole and identified groups of children and individuals.

If required a range of support strategies will be put in place to ensure that this style of play does not have any negative impact.

- ◆ Styles of teaching and learning should meet the needs of children and not pre-conceived notions of what is or is not appropriate role play.
- ◆ The Weapon/Superhero play should motivate and challenge children.
- ◆ Adults will continuously reinforce with the children the 'Golden Rules' and that they are remembered during this type of play.

- ◆ Through positive role modelling and reinforcement the children will learn to respect each others choice in this type of play.
- ◆ Physical contact which is harmful to another being is not acceptable.

The key principle that underpins this policy, the practice and the procedures is Safeguarding children and members of staff.

Useful Websites/Documents

www.nspcc.org.uk

www.kscb.org.uk

www.idponline.org.uk

SEND Code of Practice 2015 (DfE)