

### 39- Behaviour Management – Policy and Practice

#### Policy statement

We believe that children flourish best when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions. Ruby Marwat is the named behaviour coordinator who will oversee and advise on the team's responses to challenging behaviour.

All staff have undergone training in the "High scope" philosophy to behaviour management (March 2017) which encourages children to make conscious choices and decisions regarding their behaviour and social skills. This philosophy has been recognised as a positive approach to social conflict.

#### Procedures

In order to manage children's behaviour in an appropriate way we will:

All adults will try to provide a positive model for the children with regard to friendliness, care and courtesy and to offer strategies for handling any conflict

Rules governing the conduct of the group and the behaviour of the children will be discussed and agreed within the Pre-School and explained to all newcomers, both children and adults

All adults in the Pre-School will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.

Adults in the Pre-School will praise and endorse desirable behaviour such as kindness and willingness to share.

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

**When children behave in unacceptable ways:**

**Staff that have been trained to will adopt the “High scope” approach to conflict resolution.**

They will be given one-to-one adult support in seeing what was wrong and how to cope more appropriately. Where appropriate, this might be accomplished by a period of “time out” with an adult. Children will never be sent out of the room by themselves.

Physical punishment, such as smacking or shaking, will be neither used nor threatened.

Techniques intended to single out and humiliate individual children such as the “naughty chair” will not be used.

Staff complete the Promoting Positive Behaviour programme, on Educare (<http://pre-school.educare.co.uk/Login.aspx>)

### ***Focused intervention approach***

- The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents.
- Where we have considered all possible reasons, then a focused intervention approach should then be applied.
- This approach allows the key person and behaviour coordinator to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.
- We follow the ABC method which uses key observations to identify a) an event or activity (antecedent) that occurred immediately before a particular behaviour, b) what behaviour was observed and recorded at the time of the incident, and c) what the consequences were following the behaviour. Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied.

### ***Use of rewards and sanctions***

- All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.
- Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a ‘prize’ is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be ‘compliant’ and respond to meet adult’s own expectations in order to obtain a reward (or for fear of a sanction). If used then the type of rewards and their functions must be carefully considered before applying.

- Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'. However, if necessary children can be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened.

### **Use of physical intervention**

- The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.
- Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use 'reasonable force in order to prevent children from injuring themselves or others or damage property' (EYFS).'
- If 'reasonable force' has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.
- Corporal (physical) punishment of any kind should never be used or threatened.

### **Challenging Behaviour/Aggression by children towards other children**

- Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge and prevent escalation.
- If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents of the child who has been the victim of behaviour and the parents of the child who has been the perpetrator should be informed.
- The designated person will contact children's social services if appropriate and will consider whether notifying the police if appropriate.
- The designated person will make a written record of the incident, which is kept in the child's file; in line with the *Safeguarding children, young people and vulnerable adults* policy.
- The designated person should complete a risk assessment related to the child's challenging behaviour to avoid any further instances.
- The designated person should meet with the parents of the child who has been affected by the behaviour to advise them of the incident and the setting's response to the incident.
- Ofsted should be notified if appropriate.
- Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.
- Parents should also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.

### **Challenging unwanted behaviour from adults in the setting**

- Settings will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group. This includes negativity towards groups and individuals living outside the UK (xenophobia). This also applies to the same behaviour if directed towards specific groups of people and individuals who are British Citizens residing in the UK.
- Allegations of discriminatory remarks or behaviour including xenophobia made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises and in the case of a staff member, disciplinary measures being taken.
- Where a parent makes discriminatory or prejudiced remarks to staff at any time, or other people while on the premises, this is recorded on the child's file and is reported to the setting manager. The procedure is explained and the parent asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent requesting them to sign a written agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner; the third stage may be considering withdrawing the child's place.
- This is an unsettling time for young children. Key persons are alert to the emotional wellbeing of children who may be affected by the disruption to their normal routine. Where a child's behaviour gives cause for concern, key persons take into consideration the many factors that may affecting them. This is done in partnership with the child's parents/carers and the principle of this procedure are adhered to.

**NAMED PERSONS FOR BEHAVIOUR MANAGEMENT: Iva Juma**

**This policy was agreed at an Under 5s AGM meeting held on...13.7.2020..... (Date)**

**Signed on behalf of the preschool.....(Chair)**

