

Behaviour Management Policy

This policy has been developed in accordance with the principles established within:

The Equality Act 2010

Statement of intent:

Ditton Church Pre-School believes that children flourish best when they know how they are expected to behave and are entitled to play and learn without fear of being hurt or unfairly restricted by anyone else.

We will ensure that we provide an environment that meets the child's individual social, emotional and intellectual needs. We will offer exciting, motivating and challenging learning opportunities whilst at the same time not make inappropriate demands on such young children. We will ensure that our expectations are developmentally appropriate.

Aim:

We aim to provide a nurturing environment with clear boundaries for behaviour. We aim to encourage children to behave in socially acceptable ways and to understand the needs and rights of others.

In our setting acceptable behaviour is encouraged, unacceptable behaviour is dealt with appropriately and children learn to respect themselves, other people and their environment.

Our named co-ordinator for Behaviour Management is Amy Lee. We require the named person to keep up to date with legislation, research and thinking on handling children's behaviour and to access relevant sources of expertise when necessary.

She will ensure that all staff have relevant in-service training on encouraging positive behaviour. We keep a record of staff attendance at this training. She will ensure that all staff adopt a consistent approach to behaviour management and that all volunteers and students are aware of and abide by this policy.

As a staff group we will;

- Promote British values; support children in understanding their own and other's behaviour and its consequences and learning to distinguish right from wrong and involve children in creating rules and codes of behaviour e.g. to agree rules about tidying up and ensure that all children understand that rules apply to everyone. A picture book is also available in the book corner.



- provide a positive model of behaviour by treating children, parents and one another with friendliness, care, respect and courtesy
- use positive strategies for handling any inappropriate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. For example, distraction and praise
- praise and endorse desirable behaviour such as kindness and willingness to share, and support each child in developing self esteem, confidence and feelings of competence. We will share positive behaviour and achievements with parents and by using our WOW board making sure that the child is aware when we do so
- keep to our 'golden rules', and apply them consistently so children know what's expected of them and feel safe
- work with parents to help children learn the 'golden rules'
- work with parents to understand and respect differing codes of behaviour because of cultural diversity
- understand that additional factors such as hunger, tiredness and lack of stimulation can impact behaviour.
- staff work closely together, to ensure consistent strategies to support children's behaviour. This is done verbally or written in our confidential Staff Communication Book
- be aware that some kinds of behaviour may arise from a child's special needs
- ensure that children who behave inappropriately know that it is the behaviour not them that is unwelcome
- avoid creating situations in which children receive adult attention only in return for undesirable behaviour
- support each child in developing a sense of belonging in our group, so that they feel valued and welcome
- not shout or raise our voices in a threatening way to respond to children's inappropriate behaviour
- encourage the children to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.
- cascade training in staff meetings.



Inappropriate behaviour is different for different ages of children and stages of development but may include, for example:

- refusing to share and take turns with other children
- aggressive behaviour of any kind such as hitting, kicking or pushing
- unkind words, name-calling and racist remarks
- deliberate defiance of a member of staff

We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them. The staff will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves and give comfort to calm a situation and offer them explanation and discuss the incident with them to their level of understanding. We recognise that young children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling.

- We make use of books such as “Hands Are Not for Hitting, Teeth Are Not for Biting” to open discussion with children.
- We use persona dolls to explore emotions.

When children behave in inappropriate ways;

- their actions and the possible consequences will be discussed calmly with them by a member of staff and where appropriate the child will be encouraged to apologise to the person concerned
- if staff are finding behaviour persistently difficult to deal with, we will use observations to establish an understanding of the cause. In addition we would discuss the way forward with the parents to determine if there is an underlying cause; such as problems at home or change in family circumstances. We would aim to find a common approach with parents/ carers, using a targeted plan
- We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development - for example by distraction, discussion, redirecting the child or by withdrawing the child from the situation and sometimes even giving them a short period of “time out” from activities



Where appropriate we will adhere to the settings policy 'Biting and Other Behaviour Causing Injury to Others'

The following ways of dealing with inappropriate behaviour will **NOT be used or threatened under any circumstances at Ditton Church Pre-School:**

- Physical punishment such as smacking or shaking
- Deprivation of needs
- Humiliation or ridicule
- Leaving a child alone in a room
- Physical restraint of a child will only be used where in the judgement of the staff there is real or potential danger of injury to themselves or others or of damaging property. Any significant event of this sort will be recorded in our Incident book and the parent/carer informed on the same day and we will require them to sign the Physical Intervention Form.

Biting and Other Behaviour Causing Injury to Others Policy

Many children go through stages in their development, where they exhibit behaviour that others find unacceptable. Biting in particular is a very unpleasant form of behaviour that is particularly prevalent in children whose language skills are only just developing and can often be an expression of frustration that they have not yet acquired the skills to express what they are feeling. Biting is very upsetting to the biter, the bitten, the parents of both, and the staff. There is often no "argument" preceding a biting incident. Thus bites may occur quickly and without an obvious warning to the adults present. A child may bite when he/she feels physically crowded or cornered and is unable to use words to get the other child or children to move away.

Pinching and scratching are examples of other behaviour that we sometimes see. Again this can be unprovoked or the result of a confrontation over a toy. Please be assured though, that for every incident that does happen, staff successfully avert many other potential incidents. Thankfully these behaviours tend to diminish with age and development and are few and far between.

The Pre-School always follows the same procedures in the event of a child being bitten or otherwise hurt by the actions of others.

Our procedures are as follows:

1. To comfort the injured child and administer appropriate First Aid
2. To then explain to the child who inflicted the injury that it is unacceptable, that it hurts the other child and show the mark or bruise. We would always assure the child that it was not them but their behaviour that was unacceptable



3. Remove the offending child from the circumstances that provoked the injury for a short period of time.
4. We will always inform the parents of the injured child
5. We will inform the parents of the offending child and explore with them their strategy for dealing with such incidents if they occur at home or elsewhere. (If their strategy was a direct contradiction of our strategy, e.g. parent biting the child back, we would explain why we thought this was an inappropriate response.)
6. To discuss with other staff members the incidents concerned and evaluate and monitor the situation for the future
7. In a small minority of cases where the behaviour is persistent to the point of serious concern, it may be appropriate to enlist the help of other professionals, e.g. Early Years Specialist Teacher, Health Visitor, Child Psychologist, to look closely at any other contributory factors. This would only be done in consultation with parents/carers
8. It is not Pre-School policy to “expel” a child for this type of behaviour as this only removes the child and does not address the problem
9. We will record the incident in both the Incident and the Accident Book

Staff members will not disclose the identity of the children involved as it is vital to maintain the confidentiality of the children concerned.

We ask for your support in these circumstances and hope that you will understand the need for our Policy and Procedures which are to safeguard the interests of all those concerned.

Links to legislation

- Children Act 1989 and 2004
- Conventions on the Rights of the Child, UNICEF 1989
- Data Protection Act 1998
- Every Child Matters- Change for Children 2004
- Freedom of Information Act 2000
- Race Relations Amendment Act 2000
- Sex Discrimination (Gender Reassignment) Regulations 1999



- Statutory Framework for the Early Years Foundation Stage 2014
- The Human Rights Act 2000
- Equality Act 2010
- Children and families Act 2014

This policy was adopted by the: Ditton Church Pre-School Management Committee

Date: November 2022

Signed on behalf of the Management Committee:

Role of signatory: Chair of Management Committee

Next review date: November 2023

