Behaviour Management

Safeguarding and Welfare requirements: Managing Behaviour

Statement of intent
Our Pre-school believes that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else.

Aim
We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment. The staff aim to provide a stimulating range of experiences and activities for the children to make sense of their world through play. We recognise that busy children are less likely to behave in an unacceptable or antisocial way.

Methods
- We have a named person who has overall responsibility for issues concerning behaviour.
- The named members of staff responsible for behaviour management issues will be the Pre-school’s Manager and Deputy Supervisor, Caroline Laskey and Sam Calver who will support staff with behaviour management.
- We require the named person to:
  - keep her/himself up to date with legislation and research and thinking on handling children’s behaviour;
  - access relevant sources of expertise on handling children’s behaviour, and
  - check that all staff have relevant in-service training on handling children’s behaviour.
  We keep a record of staff attendance at this training.
- Staff must inform the Manager and Deputy Supervisor, of any behaviour problems they might experience with any child in the setting and together with the child’s key person, will discuss any problems with the child’s parents/carers.
- We require all staff, committee, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We require all staff, committee, volunteers and students to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children’s ages and stages of development – for example distraction, praise and reward.
- We familiarise new staff, committee and volunteers with the pre-school’s behaviour policy and it’s rules for behaviour.
- We expect all members of the pre-school – children, parents, staff, committee, volunteers and students – to keep the rules, requiring these to be applied consistently.
- Staff will report to the committee any incident of unacceptable behaviour that they feel is serious and that the committee should be aware of.
- We praise and endorse desirable behaviour such as kindness and willingness to share.
- We encourage self-discipline and respect for others because children need to grow into people who behave well even when there is no one to tell them what to do.
- We encourage children rather than order them, because ‘do as you are told’ does not teach anything for next time; positive discipline means explaining why.
- We avoid creating situations which children receive adult supervision only in return for undesirable behaviour.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect – those used by members of the pre-school.
- When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.
- We never send children out of the room by themselves.
- We never use physical punishment, such as smacking, slapping, hitting, pinching, biting or shaking. Children are never threatened with these.
- Children have thinking time to think about their behaviour.

**Thinking time is** a way in which we deal with the day to day in appropriate behaviour. We do this by:

1. Sitting them down for a few minutes; 1 minute for each year of their age.
2. Staff will explain, in child friendly language, what has just happened.
3. After their minutes are up the member of staff will take the child to apologise or hug to say they are sorry to the other child.

- It is not appropriate for any parent/legal guardian to use physical punishment on their child while on the Pre-school's premises.
- We do not use techniques intended to single out and humiliate individual children.
- We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Any incident is brought to the attention of our pre-school supervisor and is recorded in our Incident Book. A parent is informed on the same day and signs the Incident Book to indicate that he/she has been informed.

- Any incidents will be recorded detailing:

  1. Named member of staff who recorded the incident.
  2. The child’s name, time and location of the incident.
  3. What triggered the incident, the nature of the incident and any others involved.
  4. Witnesses.
  5. How the incident was handled, what form of restraint was used, if any and the consequences.
  6. All information will be shared with the child’s parent/carer.
  7. Parents / carers will sign the incident book, to confirm that they have been made aware that physical restraint was used and why.
We have a basic set of rules that the children are asked to try to observe.

**THE PRE-SCHOOL GOLDEN RULES ARE:**
1. Share toys and books – so everyone gets a turn
2. Always wash hands after going to the toilet and before eating – to get rid of germs
3. Be kind to others, don’t push, hit or bite – because someone might get hurt
4. Use walking feet indoors, only run when you are outside – if you run indoors you or others might get hurt
5. Be careful/gentle with the toys and books – others will want to use/play with them
6. Wipe your feet after being outdoors, so to keep our pre-school clean and tidy
7. If you hear the whistle blow whilst we are outside, come indoors straight away because it is time to play indoors
8. Help to tidy away the toys and books at the end of pre-school – it’s kind to help others and keep the pre-school tidy

**Staff giving comfort by holding a child when they are distressed or upset is not physical restraint.**

- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children’s behaviour.
- Children will be treated according to their individual needs and staff will work with parents/legal guardian to find a solution to any persistent behavioural problems.
- We handle children’s unacceptable behaviour in ways which are appropriate to their ages and stages of development – for example by distraction, discussion or by withdrawing the child from the situation for a few minutes to help them calm down. Staff will gain closure on the situation, for example, make every effort to return the child and praise them if the unwanted behaviour has ceased.
- Alternative methods of physical intervention may need to be considered, such as:
  1. Withdrawing other children or adults from the situation.
  2. Making the environment as safe as possible to avoid a child causing injury to themselves or a member of staff.
  3. Time to think (see ‘Thinking time’ on previous page)
- We work in partnership with children’s parents/legal guardians. Parents/ Legal Guardians are regularly informed about their children’s behaviour by their Key Person. We work with parents to address recurring unacceptable behaviour, using objective observation records to help us understand the cause and to decide jointly how to respond appropriately. Due to the physical layout of the Pre-school building it is not always possible to take the child somewhere quiet, because of this, if a child has persistent behavioural problems the parent/legal guardian will be asked to stay for their child’s session so staff can work in partnership with them to find a positive outcome as and when the behaviour occurs.
- Parents/legal guardians will be contacted if their child physically attacks the staff, themselves or other children. In extreme circumstances, if they are a danger to themselves or others, we may have to ask you to come in and collect your child as this can be upsetting for the other children within the setting.
- Staff and committee will work together to help the children to get the most from their time at pre-school and will, at all times, **practise discretion and respect confidentiality.**
- If a problem occurs that does not respond to the above techniques, the settings Early Years Advisor and other supporting agencies can be contacted.
Bullying
Bullying involves the persistent physical or verbal abuse of another child or children. We take bullying very seriously.

If a child bullies another child or children:
- We intervene to stop the child harming another child or children;
- We explain to the child doing the bullying why her/his behaviour is inappropriate;
- We give reassurance to the child or children who have been bullied;
- We help the child who has done the bullying to say sorry for her/his actions;
- We make sure children who bully receive praise when they display acceptable behaviour.
- We do not label children who bully;
- When children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour; and
- When children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.