



Behaviour Management Policy

Statement of Intent

Our Setting believes that children flourish best when they know how they are expected to behave, and that they should be free to play and learn without fear of being hurt or unfairly restricted by anyone else. Our setting manages behaviour effectively in a positive manner that is age appropriate, taking into account children's developmental stages and individual needs.

Aim

This policy aims to support the building of positive relationships with the children in our care and their parents/carers. We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment. To achieve this, we consider the emotional well-being of all connected to our setting. We acknowledge that there are times when issues surrounding behaviour will need to be addressed by adult intervention, and we will use this behaviour policy and guidance from the Early Years Foundation stage (EYFS) to guide us through this process.

The designated practitioner for our Behaviour Management Policy is Rachel Crouch

We are committed to providing a learning environment that prompts positive behaviour and relationships, in which children treat each other with respect. Staff support all children's behaviour and social and emotional development, as the children take more responsibility for their own actions and consider the well being of others.

We encourage children to care about others by modelling appropriate behaviour, by endeavouring to understand their feelings, and by taking time to listen and acknowledge their responses sensitively. We praise and endorse desirable behaviour, such as kindness and willingness to share. We value the use of role play in our environment as a means of building self esteem and positive relationships while playing alongside other children.

We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents/carers and each other with friendliness, care and courtesy. Children will be encouraged to respect each other, staff, toys and equipment, and to co-operate and share with others. If our equipment is damaged or lost as a result of a child's behaviour or negligence, the cost of repairing or replacing the equipment remains the responsibility of the parents/carers. A copy of the invoice will be given to the parent/carer to indicate the amount to be paid.

We require all staff, volunteers and students to use positive strategies for handling conflict by helping children find solutions which are appropriate for the children's ages and stages of development – for example, distraction, praise and rewards with

stickers. Staff will often support the child in using a sand timer to give the child a visual indication of when they have to share or wait their turn for something.

Staff attend training courses and share updated information to support positive behavior practices.

Our setting follows a code of conduct from the statutory framework of the EYFS, so we can provide a safe, secure and happy environment.

Positive Procedures

Positive procedures are used to encourage good behaviour. These include

- Prevention – anticipation and avoidance of potential problems.
- Interaction – adult interaction
- Using the 'ABC' method of observation to identify triggers for unwanted behaviour.
- Appropriate behaviour – all adults to offer immediate praise for behaviour, for example turn taking, cooperation, listening.
- Provision – provide physically challenging and emotionally satisfying activities for children to 'let off steam'.
- Leading by positive examples from adults.

Dealing with unacceptable behaviour

When a child behaves in an unacceptable way, we help them to see what is wrong and how to cope appropriately. Staff will intervene in a clear, calm and positive manner, to support children to resolve conflict. As the EYFS states 'Explaining boundaries, rules and limits to children help them to understand why rules exist'.

We avoid creating situations in which children receive adult attention only in return for undesirable behaviour. We manage children's unacceptable behaviour in ways which are appropriate to their ages and stages of development – by distraction, discussion or withdrawing the child from the situation.

Our setting uses a 'thinking chair' when a child displays behaviour that requires a member of staff to appropriately talk to the child. This 'thinking chair' will be placed in a quieter area of the main room to prevent highlighting the child to other children at the setting. This quiet area enables the staff to talk to the child about their behaviour, to find out if there is a reason why they did it, the discuss feelings of the child who may have been hurt due to the behaviour and talk about what acceptable behaviour staff would like to see next time should the situation arise again. The child will be sitting on the 'thinking chair' for no longer than a minute for every year of their age and up to a maximum of 5mins for older children.

We only use physical intervention such as holding, to prevent physical injury to children or adults and/or serious damage to property (as stated in the statutory framework of the EYFS). All staff have been trained in Child restriction. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Leader and Setting Manager and are recorded on an incident form to indicate that he/she has been informed. Parents/carers will be informed about any event on the same day.

We work in partnership with children's parents/carers. Parents are kept informed about their children's behaviour by their key person or another member of staff in their absence. We work with parents to address recurring unacceptable behaviour, using objective observation records to help us to understand the cause and decide jointly how to respond. If a parent/carer expresses concern about their child's behaviour, and the lead practitioner feels they cannot offer appropriate advice, we

may suggest for them to contact an alternative source of advice such as the local inclusion team or a local children's centre. If felt necessary, and with parental consent, a Common Assessment Framework (CAF) form may be initiated to help meet the needs of the child by assessing the possible contribution of other agencies.

If a child's behaviour causes concern

If a child's behaviour is causing concern the key person/leader Setting Manager would discuss this with the parents/carers and ask if there is anything happening at home that may have an impact on behaviour. We would try to give concrete examples of the child's behaviour to parents/carers but also state the positive aspects of the child's time at the setting. We would ask the parent/carer if they had noticed any of this behaviour at home, and if so, how they manage it.

We would discuss appropriate strategies and interventions and make a date to review progress. If the situation is still not resolved, we would discuss with the parents/carers whether it would be appropriate to involve other professionals using the Common Assessment Framework (CAF) process.

Bullying

Risby Preschool takes bullying very seriously. It is characterised by intent to hurt, often planned, and accompanied by awareness of the impact of the bullying behaviour. Our setting does not permit any form of bullying and are committed to providing a safe, caring, and friendly environment for all children and staff.

Types of bullying:

Emotional – unfriendly, excluding, tormenting

Physical – pushing, kicking, hitting, punching or any use of violence

Racial – racist taunts, graffiti, gestures

Sexual – unwanted physical contact or sexually abusive comments

Homophobic – focusing on the issue of sexuality

Transgender – inappropriate references to gender

Verbal – name calling – sarcasm, spreading rumours, teasing

Cyber – all areas of the internet, mobile phone threats, misuse of camera and video facilities

If the actions of a child are considered to be 'bullying' we will:

- Intervene to stop the child harming the other child or children
- Explain why actions are inappropriate
- Reassure the child or children that have been bullied
- Support/help child to understand that their behaviour was inappropriate
- Praise displays of appropriate behaviour from supported child
- Not label children as 'bullies'
- Discuss what has happened with both/all sets of parents/carers and agree strategies to help and support all children in the future.

Inappropriate Language

- Our setting will not tolerate inappropriate or bad language. If a child is heard using this, she/he will be told it is not a word/words we use in our setting.
- If a child continues with this behaviour staff will speak to the parent on collection
- If no progress is made, then we will follow our Exclusion Procedure

Child on Child Abuse:

Child on child abuse can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

sexting and initiation/hazing type of violence and rituals. Child on child abuse can happen both inside and outside the setting and online. Signs can be poor behaviour, low mood, injury, changes in child's conduct, peer group isolation, communication barriers and cognitive under developing.

If a child persistently behaves unacceptably the setting will issue a verbal notification to the child's parents. If the behaviour continues a written warning will be given. If the behaviour carries on the child will be excluded from the setting for a period of time so the Exclusion procedure can be followed.

It is the general policy of the setting to consider exclusion of a child/termination of a place as a last resort and when all avenues to help and solve problems have been exhausted. However, under certain circumstances, this may be the only option open as a duty of safety to all persons and in the best interests of the child.

Reasons for exclusion

Notwithstanding the settings general policy, exclusion/termination of a place may be considered in one or more of the following circumstances:

- A child exhibits repeated violent and/or uncontrollable behaviour
- A child persistently directs abusive or threatening language towards either a member of staff or to another child
- Persistent antisocial behaviour or problems of an indefinable nature
- The child through their behaviour is perceived to represent a physical risk to themselves, to other children or to members of staff
- The child presents a risk to themselves or others through persistent damage to property and/or the settings equipment.
- A child exhibits repeated child on child abuse

Exclusion Procedure

Should a child begin to exhibit antisocial behaviour or is disruptive or violent, the staff will initiate the Behaviour Policy and procedures, record all incidents and report them to the Setting Manager. Parents will be asked if there are any reasons why the child is behaving in this inappropriate way, i.e. if circumstances at home may have changed.

If the behavioural problems persist, the Setting Manager will be consulted, and a formal investigation/action plan will follow:

- The parents of the child will be invited into the setting so the child's behaviour can be discussed and to begin an action plan to support more positive behaviour
- Special advice, assistance and help will be sought
- If the child attends our wraparound services the Setting Manager will arrange a meeting with the Head of Risby Primary School to discuss the child and their behaviour at our setting and if the child's behaviour is similar at school or if there are any issues going on at school that we need to be aware of. If strategies have been or are being already used with the child at school to consider we use them here at our setting to support the child and see if improvement can be made.
- A meeting with all relevant parties will then be held to finalise and agree upon an action plan.
- The setting staff will report progress to the child's parents on a daily basis.
- Funding for 1-to-1 assistance for the child may be sought

- Regular meetings will be held with all relevant parties to highlight improvements, discuss strategies that are working and implement changes if required.

If there are no improvement in the child's behaviour within one month or the behaviour constitutes an immediate threat to another child or member of staff, a decision will be made by the Setting Manager (who will liaise with the Committee) to send a letter to the parents informing them of the settings decision to exclude the child/terminate the place with immediate effect.

The decision will be final, and the parents will continue to be supported in any referral processes and/or SEN support, if necessary, in the best interests of the child.

No child will be excluded on ethnic, social, or economic background, gender ability or disability grounds. All children and their families will be treated equally and fairly.

If a child is experiencing difficulties managing behaviour and hurts another child, we would follow all of the procedures listed above and work with the parents/carers and if appropriate, other agencies to resolve the difficulties.

For confidentiality reasons we are not permitted to discuss any child with other parents. If the parents of other children have concerns, they should discuss these with a member of staff but must respect the above.

This policy was adopted on 18/6/2024.....

Signed (chair).....

This policy will be reviewed annually.

Our setting is committed to safeguarding and promoting the welfare of children, young people and adults at all times and expects everybody working within this setting to share this commitment.