
# BEHAVIOUR MANAGEMENT POLICY

*We believe that children and adults flourish best in an environment in which everyone knows what is expected of them, and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We organise the environment so that children can develop self-discipline and gain self-esteem in an atmosphere of mutual respect and encouragement.*

Responsibilities

* Siobhan Morley, Pre-school Manager is the named person designated for behaviour management. Rachel Hodgson is the deputy.
* Members of staff will undertake training and keep up to date with legislation and research in behaviour management in order to support children’s behaviour and promote positive behaviour. All staff give feedback at staff meetings about their experiences and training. Training certificates are kept at Pre-School and a record kept of those attending staff meetings where in-house training takes place. Every member of staff will be given a copy of the minutes so they are always updated with any discussions that take place at Pre-school.
* Stonham Aspal Pre-school will ensure that all volunteers, members of staff and others involved in its work follow and implement this policy. Staff sign to say they have read updated policies.

Adult Expectations and Influence

* 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 and their families.
* 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 setting.
* We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
* We expect all members of our setting, children, parents/carers, staff, committee members, volunteers and students to keep to the guidelines for behaviour.
* We work in partnership with children’s parent/carer. Parents/carers are regularly informed about their children’s behaviour by their key person. We will ascertain from parent/carers whether similar behaviours are happening at home and what strategies parents/carers are implementing. This helps us use consistent approaches. We work with parents/carers to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately. If a child continues to show inappropriate behaviour, a Working Toward Positive Behaviour Plan will be written up to create consistent strategies to best support the child’s behaviour. Together with parents and carers, we will agree on strategies to be put in place for the child and this will be shared with all staff.
* Staff understand that when they take a child to one side, away from an activity, this is to calm them down and not to punish them. It may be that children will want or need to be cuddled in this situation but this will only be done where a child indicates they want to be cuddled.
* Adults will help children to recognise and name their feelings by saying, for example “I can see you are feeling cross”, or “I can see that you are feeling calmer now.”
* Adults do not force children to say ‘sorry’ but they do role model appropriate language to a child who has been hurt, for example, ‘sorry you have been hurt’ and support children when they want to say ‘sorry’. We use makaton signs for ‘sad’ and ‘sorry’ and ‘thumbs up’ for well done.
* Adults in Pre-school will be consistent when applying rules.
* Adults will be a good role model for the children with regard to friendliness, care, courtesy and respect.
* We recognise that children often explore right and wrong through pretend play. Superhero and weapon play, where children may appear to play violently, is not necessarily a precursor to hurtful behaviour or bullying. Although it may be inconsiderate at times, this may need addressing. Adults will support the play in order that:-
	+ The children understand that the game is within their group and they do not frighten other children.
	+ If the game starts to worry anyone in the group they can leave the game.
	+ The children do not physically hurt one another.
	+ We will be able to tune into the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of ‘teachable moments’ to encourage empathy and lateral thinking to explore scenarios and strategies for conflict resolution.
* We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive. We will support children in understanding that teasing and name calling can be unkind.
* We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
* The key person will provide activities which encourage positive behaviour such as sharing, negotiation and co-operation. This may include planning small group games with rules where this is appropriate to the age and development of the child.
* Physical punishment will never be used or threatened.
* Adults will not use physical intervention or physical restraint unless it is necessary to protect a child or an adult from physical/personal injury. Parents/carers will be informed of any incidents that have required staff to use physical intervention.
* Techniques intended to humiliate the child will not be used.
* Adults will not use their voices in a threatening way.
* Staff are encouraged to consider their own feelings and think about how we react to children who challenge us and our values. We think about how we would feel if we were humiliated or talked to in a threatening voice.
* Staff will all attend training for their continuing professional development.

Encouraging Positive Behaviour

* Adults will praise children and endorse positive behaviour such as kindness and sharing.
* The Pre-School will focus on strategies which encourage sharing, negotiation and co-operation.
* Adults will use Persona dolls to discuss scenarios; children will be encouraged to think about these situations and asked how they would deal with it. Books and puzzles about feelings, similarities and differences, likes and dislikes are available for children to look at in Pre-School and to borrow to take home.
* When appropriate we will involve the children in creating posters about their views on positive behaviour, their rights and their responsibilities.

Challenging Behaviour

* Strategies for encouraging positive behaviour will be discussed at staff meetings.
* Members of staff will employ the ‘ABC’ method of assessing behaviour. That is to:-

‘A’ – Antecedent – observe when the behaviour occurs and what triggers it.

‘B’ – Behaviour - Describe exactly what the behaviour is (describe the behaviour not the child, i.e. not the child ‘was naughty’ or ‘was aggressive’ but use words such as ‘kicked’, ‘shouted’ etc.)

‘C’ – Consequence - Describe the consequences, i.e. was there another child involved, which adult supported the child and what did they do.

* The key person and other members of staff will then be able to anticipate a situation arising and support the child, showing them more appropriate ways to deal with the scenario. Strategies will be developed in partnership with the child’s parents/carers. We will encourage/invite both parents/carers to be involved.
* The unacceptability of serious misbehaviour such as racial or physical abuse will be made clear immediately by means of explanations rather than personal blame.
* Adults will get down to the child’s level and make eye contact to talk to them and use a quiet voice.
* It is always made clear to the child that it is the undesirable behaviour that is not welcome and not the child.
* Any behaviour issues will be handled in a developmentally appropriate way, respecting the child’s level of understanding and maturity; adults are aware that some kinds of behaviour may arise from a child’s special educational need or stage of development.
* If one child harms another child, physically or verbally then staff will complete an incident form and decide what further action needs to be taken. This will be shared with the parent/carer.
* In-house training will be given on completing an incident form. The Pre-School Manager/Behaviour Management designated person, will support staff in doing this.
* A partnership between staff, children and their families is crucial. We share responsibility for modelling appropriate behaviour. We do not tolerate abusive or aggressive behaviour or inappropriate language. Such incidents will be challenged and support will be given. If any parent/carer, visiting adults or staff members feel that another adult has acted inappropriately, the incident will be reported to the Pre-School Manager (if appropriate) or the Chairperson as soon as possible and the incident will be recorded. The Pre-School Manager or the Chairperson will speak to the adults involved to resolve any conflict. (Please refer to the Complaints Procedure policy).

Bullying

* Bullying, by definition, is being deliberately and systematically cruel to a child, who has done nothing to provoke the situation. This can only happen when a child has reached a stage of development when they can plan and carry out hurtful acts on someone else. Adults will support children in dealing with their emotions if they appear to be disturbed or frustrated.
1. Adults will intervene if they observe bullying taking place, whether this is verbal taunts, excluding a child from playing or physical abuse. Parents/carers are asked to report any concerns they have to the Pre-School Manager immediately.
2. If bullying is noted, members of staff will make it clear to the child that this is unacceptable. The key person will discuss the issue with the child to help them understand the consequences of their behaviour and the effect it has on others. The child will be involved in planning strategies to promote kindness and consideration and the parents/carers will be invited to work in partnership with Pre-School to seek ways to help the child understand how we should behave towards each other. This may include using stories and puppets. The child will be rewarded with praise when they are observed behaving in a positive and inclusive way.
3. If the bullying continues, despite employing the above strategies, then members of staff may advise and support parents/carers in finding appropriate professional guidance.
4. A child who has previously experienced bullying will be encouraged to seek out his/her key person or another familiar adult when they feel threatened so that they can be given support to deal with the situation. The child’s parents/carers will be reassured that Pre-School is aware of what has happened and is supporting the child so that the situation does not continue or escalate.
5. Adults will support and encourage children to empower them to deal with conflict.

Staff and adult code of conduct

* We as a setting will not tolerate behaviour from any 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 may be taken.
* Where a parent/carer makes discriminatory or prejudiced remarks to staff at any time, or other people while on the premises, this will be recorded on the child’s file and reported to the setting manager. The procedure is explained and the parent will be 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

**Responsibility:**

* Stonham Aspal Pre-School will ensure that all volunteers, staff and others involved in its work follow and implement this policy
* The managerial responsibility for this Policy will lie with the Stonham Aspal Pre-School management committee
* This policy will be evaluated and reviewed by the management committee on an annual basis and parents/carers will also be invited to contribute.
* We will listen to children’s points of view and consider this when making and reviewing policies.

Links into other policies:

Documentation

Equality and Diversity

Health and Safety

Safeguarding Children

Settling in/Transition

Special Educational Needs

Staffing and Employment

The Learning Environment

Working in Partnership with Parents

Complaints procedure

**This Behaviour Management Policy was adopted at a Board meeting of the Stonham Aspal Pre-School:**

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| **Date** |  **June 2020** |
| **To be reviewed again by:** |  **June 2021** |
| **Chairperson signature** |  |
| **Pre-School** **Managers signature** |  |