



# **Behaviour Management Policy**

## **Policy Statement**

St Helen's Pre-School are committed to providing a safe and stimulating environment that supports children's welfare and development. We believe 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 treated by anyone else.

At St Helen's Pre-School we take a positive approach to managing children's behaviour. We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, others and their environment. By working with parents and carers, staff can establish clear boundaries for children and promote acceptable behaviour and respect for others.

## **Procedure**

A named person has overall responsibility for issues concerning behaviour. It is the named person's responsibility to - keep up to date with current legislation and research and to access sources of expertise on handling children's behaviour. Our Named Person is **Julie Woodhouse**.

Every member of staff will undertake Step on training through Norfolk County Council every three years.

All staff and volunteers will be asked to read this policy yearly after it has been reviewed and updated if necessary. They will sign to say they have read and understood the policy.

All staff, volunteers and students are to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy. Staff will model good manners themselves and praise the children for good manners, acts of kindness and cooperation whenever they occur;

All staff, students and volunteers use positive strategies for handling and dealing with conflict by helping children find solutions in ways which are appropriate for the children's age and stage of development i.e. distraction, praise and reward. We praise and endorse desirable behaviour such as kindness and willingness to share and avoid creating situations in which children receive adult attention only in return for undesirable behaviour. Staff recognise that codes for interacting with others may vary between cultures. We acknowledge that children are learning to deal with a range of emotions and feelings and will strive to work with children to find constructive solutions.

The use of physical punishment, such as smacking or shaking is strictly forbidden. Staff will not threaten any form of punishment which could have an adverse impact on the child's well

being. Nor will they use techniques intended to single out and humiliate individual children. Staff will not shout or raise our voices in a threatening way to respond to children's behaviour.

### **Restrictive Physical Interventions**

We believe that all our children and visitors need to be safe, and to know that the staff around them are able to manage them safely and confidently.

Restrictive Physical Interventions will be only be used when deemed necessary to prevent physical injury to themselves or other children or adults and/or serious damage to property and all other strategies been considered and therefore only as a last resort.

In the event of physical intervention is used it will be recorded on an incident form and parents will be notified the same day. Details of such events are brought to the attention of the Manager and the named behaviour person and are recorded on an Incident form. The parents are informed on the same day and signs the incident form that they have been informed.

Only for a very small minority of children will the use of physical intervention may be needed. On such occasions, acceptable forms of intervention are used such as:

open and closed mitten hands

and

supportive hug and arm



### **Managing Behaviour and Specific Language**

We handle children's behaviour in ways which are appropriate to their ages and stages of development - for example by actively using distraction, discussion or by withdrawing the child from the situation. It is essential that staff use specific language to reinforce positive behaviour. It must be clear to the child exactly what it is they are being praised for. E.g. "Well done for sitting still and listening to the story", or "Well done, good sharing!" Likewise, where age appropriate, children will be told immediately what is unacceptable and why. This will be done quietly, firmly and consistently. Children will be encouraged to discuss how they feel i.e. victim or perpetrator. Staff will make it clear that it is the behaviour which is unacceptable, not the child

### **Behaviour Strategies:**

## **Consistency is vital**

- To prevent – sign ‘STOP’ and say stop in a firm voice, then praise if behaviour stops. (Distraction)
- Sign ‘NO’ and name the behaviour for example say ‘no hit, hitting hurts’ and remove the child from the situation.
- Stay in close proximity, and turn your back
- Attention to be given to the other child.
- No attention to be given by other adults until desired behaviour is seen.
- Ensure that the adult is constant with the situation.
- Then give an explanation for behaviour, feelings and appropriate behaviour

We work in partnership with children's parents. Parents are informed about their child's behaviour by their key person. We work with parents to address recurring unacceptable behaviour, using objective observation record to help us understand the cause and to decide jointly how to respond appropriately.

If a child's behaviour continues to give cause for concern, staff will make every effort to understand why the behaviour is occurring and will consult with parents/carers about possible ways in which to support the child. Confidential discussion with the behaviour coordinator and key person to liaise with parents to discuss possible reasons for the behaviour and to agree next steps. If relevant and appropriate, the views of the child relating to their behaviour should be sought and considered to help identify a cause. If a trigger is identified then the SENCO and key person will meet with the parents to plan support for the child through developing an action plan. If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan. Other members of the staff team should be informed of the agreed actions in the action plan and help implement the actions. The plan should be monitored and reviewed regularly by the key person and SENCO until improvement is noticed.

All incidents and intervention's relating to unwanted and challenging behaviour by children should be clearly and appropriately logged.

If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, then the behaviour coordinator and SENCO will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting.

It may be agreed that Family support or Early Help process should begin and that specialist help be sought for the child – this support may address either developmental or welfare needs. If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm. We will follow the Safeguarding and Child Protection Policy. It may also be agreed that the child should be referred for an Education, Health and Care assessment.

Advice provided by external agencies should be incorporated into the child's action plan and regular meetings held to review the child's progress.

## **Risk Management Procedure**

- Incident form to be completed if; (appendix a)
  - \*physical restraint has been used
  - \*child has hurt themselves, another child or adult
  - \*damage to property
  - \*disruption to learning
- ABCC forms to be completed for direct observations on the child's behaviour to help to analyse and begin to understand what the child is trying to communicate through their behaviour. (appendix b)
- Complete 'ROOT AND FRUITS', working in partnership with parents(appendix c)
- Child specific risk assessment to be completed (Risks which score 6 or more MUST have a risk management plan in place (appendix d)
- Risk management plan to be completed, detailing strategies and interventions required. (appendix e)
- Evidence using record of harm and behaviour/ incident observation (appendix f)
- Reviewed in accordance to the Graduated approach system (see – Special Educational Needs and Disabilities policy

## **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 Safeguard Lead Practitioner will contact Multi Agency Safeguarding hub (MASH) 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 and child protection policy.

The Safeguard Lead Practitioner/ Behaviour coordinator should complete a risk assessment related to the child's challenging behaviour to avoid any further instances.

The Safeguard Lead Practitioner/ Behaviour coordinator 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.

St Helen's Pre-school Committee and 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**

St Helen's Pre-school 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. 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 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. The second stage comprises of 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.

## **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 the other child or children.
- \* We explain to the child doing the bullying why his/her behaviour is inappropriate.
- \* We give reassurance to the child who has been bullied.
- \* We help the child who has done the bullying to say sorry for his/her 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.

This policy has been adopted by St Helen's Pre-School

Signed on behalf of the setting by:

..... Chairperson

..... Manager

Date: May 2017

Review Date: May 2018