



## **Behaviour Management Policy**

### **Policy Statement**

At Madley Pre-School we believe that children flourish best through a Values based ethos, when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour. All children should be free to play and learn without fear of being hurt or unfairly restricted by anyone else.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions

### **Aim**

We aim to provide a positive and safe environment in which values and a positive attitude are encompassed; where children learn to respect themselves, other people and their environment.

### **Procedures**

In order to manage children's behaviour in an appropriate way we will:

- Have a named member of staff who has overall responsibility for issues concerning behaviour. That person is **Fiona Batstone**.
- Attend relevant training to help understand and guide appropriate models of behaviour, this includes regular training on Peer on peer abuse.
- Implement the setting's behaviour procedures consistently.
- Have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary.
- Require all staff, volunteers, families, students and visitors to provide a positive model of behaviour by treating one another with respect, care and courtesy.
- We will ensure that EYFS guidance relating to 'behaviour management' is incorporated into relevant policy and procedures.

**We focus on experiences and routines to encourage our core values:**

**Mutual Respect, Tolerance, Care, Unity, Respect, Trust, Cooperation, Happiness, Simplicity**

We require all staff to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the child's ages and stages of development – for example giving forced alternatives/choices about what to do next, explanation, removal from stressful situations, praise and reward.





If and when children have to be asked not to do something the request will be accompanied by an explanation of why the request was made. There are certain situations where sanctions would be applied. Each situation is assessed individually taking into account the context and the child/children involved. Sanctions usually involve spending some time alongside an adult or having some time away from a situation.

We understand the valuable impact of working in partnership with families to understand and respond to behaviour. Families are regularly informed about their children's behaviour and we work with parents to address recurring behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately. When a child's behaviour becomes a cause for concern ie does not respond to the interventions that have been put in place, we will consult the HSCB levels of need and Safeguarding Policy to ascertain what the next level of intervention needs to be. (Please refer to Safeguarding and Child Protection Policy).

## **Unwanted Behaviours**

### **Step 1**

- We address unwanted behaviours using the Initial Intervention approach. If the unwanted behaviour does not reoccur or cause concern, then normal monitoring will resume.
- Behaviours that result in concern for the child and/or others will be discussed between the key person, other staff members, the behaviour coordinator and Special Educational Needs Coordinator (SENCO) or/and manager. (depending on nature of concerns) We will use our knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.
- If the behaviour continues to reoccur and remains a concern, then the key person and SENCO should 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 cause for the behaviour is not known or only occurs whilst in the setting, then the behaviour coordinator will suggest using a focused intervention approach to identify a trigger for the behaviour.
- 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 parents and incorporated into the plan. Other members of staff should be informed of the agreed actions in the action plan and help to 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 relating to unwanted and challenging behaviour by children should be clearly and appropriately logged.

### **Step 2**

- 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 the Common Assessment Framework (CAF) 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 Children and Child Protection Policy. It may also be agreed that the child should be referred for an Education, Health and Care assessment. (See Supporting Children with SEN policy.)
- Advice provided by external agencies should be incorporated into the child’s action plan and regular multi-disciplinary meetings held to review the child’s progress.

### ***Initial intervention approach***

- We use an initial problem solving intervention for all situations in which a child or children are distressed or in conflict. All staff use this intervention consistently.
- This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.
- Periodically the effectiveness of the approach will be checked.

### ***Focused intervention approach***

- The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents.
- Where we have considered all possible reasons, then a focused intervention approach should then be applied.
- This approach allows the key person and behaviour coordinator to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.
- We follow the ABC method which uses key observations to identify a) an event or activity (antecedent) that occurred immediately before a particular behaviour, b) what behaviour was observed and recorded at the time of the incident, and c) what the consequences were following the behaviour. Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied.
- All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.
- We use praise to reward children when they display positive behaviours. This builds on their self-esteem and promotes further positive behaviour. We give praise verbally and in the form of stickers, Values certificates and Marbles in the Jar.
- Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in ‘time out’ or on a ‘naughty chair’. However, it may be necessary for children to be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened.

### ***Use of physical intervention***

The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or



angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.

- Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use 'reasonable force in order to prevent children from injuring themselves or others or damage property' (EYFS).
- If 'reasonable force' has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.
- Corporal (physical) punishment of any kind should never be used or threatened.

### ***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 designated person will refer to HSCB if appropriate, i.e if a child has been seriously injured, or if there is reason to believe that a child's challenging behaviour is an indication that they themselves are being abused; in line with the Safeguarding and Child Protection policy.
- A written record of the incident will be made and kept securely in the child's file.
- A risk assessment should be completed related to the child's challenging behaviour to avoid any further instances. This should be shared with the child's parents, who should be asked to sign a copy.
- A meeting should be held 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.
- Ofsted should be notified if appropriate, i.e, if a child has been seriously injured/ an ambulance has been called.
- Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed as appropriate.  
(Also refer to Biting Policy)

### ***Challenging unwanted behaviour from adults in the setting***

- Madley 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, for any reason.
- 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 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. 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.



### Legal Framework, Key legislation and guidance:

- Statutory Framework for the EYFS- GOV.UK (2021)
- Children's Act 1989 and 2004
- Convention on the rights of a child- UNICEF 1989
- Data Protection act 2018
- Freedom of information act 2000
- Equality act 2010
- Sex discrimination act 1975
- Human rights act 2000
- SEND Code of practice 2014
- Working together to safeguard children 2018

### Further guidance

- Special Educational Needs and Disability Code of Practice (DfE 2014, updated 2020)
- Behaviour Matters (Pre-school Learning Alliance 2016)
- CIF Summary Record (Pre-school Learning Alliance 2016)



**Statement on Bullying**

Bullying is a behaviour that both parents and practitioners worry about. Bullying is a deliberate, aggressive and repeated action, which is carried out with intent to cause harm or distress to others. It requires the child to have ‘theory of mind’ and a higher level of reasoning and thinking, all of which are complex skills that most three-year-olds have not yet developed. Therefore, an outburst by a three-year-old is more likely to be a reflection of the child’s emotional well-being, their stage of development or a behaviour that they have copied from someone else. Young children are keen observers and are more likely to copy behaviours, which mimic the action of others. These are learnt behaviours rather than premeditated behaviours. If this kind of ‘pre-bullying’ behaviour in young children is not addressed early it can lead on to bullying behaviour in later childhood. We therefore take bullying or allegations of Bullying very seriously.

If a child bullies another child or children, we...

- Intervene to stop the child harming the other child or children.
- Give reassurance to the child or children who have been bullied.
- Explain to the child who has done the bullying why his/ her behaviour is inappropriate.
- Help the child who has done the bullying to say sorry for their actions and suggest ways in which they can make amends.
- Spend time with children that bully to help them understand appropriate behaviours. This may be through circle times, sharing Values based books or small world play with an adult.
- Make sure that children who bully receive praise when they demonstrate acceptable behaviours.
- 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 (see above).

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 behaviour (see above) We do not share the names of any children who have done the bullying and are careful not to label the child involved.

This policy was adopted by:	Madley Pre-School
On:	_____
Date to be reviewed:	June 2024
	_____
Signed on behalf of the provider:	_____
Name of signatory:	Fiona Batstone
Role of signatory:	_____
	Manager
	_____



### **Madley Pre-School Expectations for All Adults and Children**

Every child is valued for their individuality.

Adults model positive behaviour and values.

Children are not to be humiliated or singled out.

Bullying behaviour is unacceptable.

Aggressive behaviour is unacceptable.

We are respectful to each other.

We are responsible for and respect our environment.

We praise and endorse children displaying our values.

We avoid creating situations in which children receive adult attention only in return for undesirable behaviour.

We recognise that codes for interacting with other people vary between cultures and/ or religions and require staff to be aware of and respect those use by others.

When children behave in an inappropriate way, we help them to see what was wrong and how to cope in a more appropriate manner.

We never send children out of the room by themselves.

The management of a child's behaviour is consistent with their level of understanding and maturity.

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.

