



## **BEHAVIOUR MANAGEMENT POLICY**

### **Aims**

We aim to create a positive environment where adults consistently manage and encourage positive behaviour that promotes children's welfare and development.

We believe that Behaviour Management is a daily process that helps children to gain control over, and responsibility for, their actions with respect to themselves, others and the environment and it is understood as an important part of their personal, social and emotional development.

### **Objectives**

In line with the Early Years Foundation Stage, Barnett Wood Pre-School's goal is to ensure that "children must be provided with support which will help them to develop a positive sense of themselves and of others; respect for others; social skills and a positive disposition to learn." To achieve these goals, and taking into account age and previous experiences, children will be encouraged to:

- Have respect for themselves and treat other people with respect, kindness and tolerance;
- Speak appropriately and politely and to use good manners;
- Start to understand the need to be fair, by sharing and taking turns;
- Recognise and accept both positive and negative feelings, and will be encouraged to vocalise these, trying to re-direct the negative feelings into positive experiences.
- Always try to make children think about being kind, sharing, joining in games, taking turns, accepting different opinions and collaborating with others.
- Maintain at all times a clean, safe and secure environment.

### **Procedures**

#### **Staff and Parents/Carers**

All members of staff are responsible for role modelling and encouraging positive behaviour within our setting. At Barnett Wood Pre-School, every practitioner is trained in child development and is aware of appropriate behaviour expectations for the age and stage of development of the children at the setting. Practitioners are also aware of the various factors which may impact on behaviour (e.g. tiredness, boredom, hunger, changes at home etc) and will be on the lookout for signs of these in order to pre-empt negative behaviour.

Practitioners also understand that children may use their behaviour to communicate needs and feelings, including emotional needs and that changes in behaviour may be linked to safeguarding / child protection concerns. Practitioners may discuss concerns with the setting's Designated Safeguarding Lead (DSL).

All members of staff, including volunteers and students, go through an induction process that covers behaviour management.

Through the Key Person system, parents/carers are encouraged to share discuss any factors at home which may affect their child's behaviour. Practitioners will explain the strategies they will use to support the development of positive behaviour.

Louise Pruthi, has overall responsibility for issues concerning behaviour. Her responsibilities include:

- Keeping up-to-date with legislation and research, and access relevant sources of expertise on handling children's behaviour;
- Attend behaviour management training courses and share information gained with the rest of the staff.
- Ensure the implementation of different strategies when a child persistently exhibits disruptive behaviour to accommodate his/her needs.
- Review the policy, rules and boundaries on a regular basis.

#### **Creating a Positive Environment**

Practitioners (as well as students and volunteers) work to create a positive environment for the children at the setting. Members of staff act as positive role models for the children, through their tone of voice, actions

and language, modelling how to share resources, play together, problem solve and negotiate. They use praise and positive reinforcement in a variety of ways, as well as giving specific feedback to a child. Practitioners will:

- Use praise and positive reinforcement, praising the wanted behaviour, giving praise immediately when children display desired behaviour
- Praise group behaviour as well as individual
- Use praise, attention and positive reinforcement, giving specific feedback pointing out what they do well, using child's name and eye contact
- Give non-verbal feedback, e.g. smiles, hugs and thumbs up.
- Give responsibilities to children according to their age and ability.
- Give consistent instructions regarding the behaviour we want to see – e.g. “We walk indoors”
- Encourage children to be responsible, for example, tidying up.
- Guide children regarding expectations and set up boundaries in a positively phrased sentence – “keep the sand in the tray please” instead of “do not throw sand”
- Redirect their play, giving clear instructions, e.g. “let's build a tower”, rather than “don't throw bricks”
- Role model appropriate behaviour. Teaching good behaviour by setting a good example in the use of their tone, language and actions.
- At all times show respect for others, never losing one's temper or showing aggression/intimidation,
- Gradually allow negotiations between children as they develop a sense of responsibility.
- Give explanations that make them aware of the consequences of their actions.
- Never joke in a negative way, use double meanings or sarcasm
- Depending on age, allow them to have a say in planning/setting-up activities of their choice, as well as giving them the responsibility of getting jobs done e.g. “Today's Helper”
- Listening, showing interest for their preferences and opinions and offer choice to support engagement in play.

#### Management of Unacceptable Behaviour

From time to time, children may display unacceptable behaviours, which is a normal part of a child's development. Barnett Wood Pre-School recognises that there are many triggers, such as imitation, attention seeking, frustration or excitement that can lead to a tantrum, snatching, not sharing, not tidying etc. Barnett Wood Pre-School, however, will not accept any directed or indiscriminate verbal, emotional or physical abusive behaviour, either from children or the staff. Examples include:

- Being rude, insulting or using unkind language
- Spitting, kicking, hitting, pulling hair, biting
- Racist or sexist remarks
- Any behaviour intended to cause hurt, offence or intimidation

When undesirable behaviour occurs, the staff will act promptly with clear expectations given. Staff will:

- Stay calm, ignore unwanted behaviour where possible (when a child is using unwanted behaviour to seek attention), focusing and praising positive and kind behaviour instead. Praise works better than criticism.
- Give explanations for a satisfactory interaction – “we tell others what we want with words” – then role model the desired behaviour “could I please play with your car?”
- Use distraction/diversion. This may involve encouraging the child to get involved in a different activity for a short period of time.
- Allow children to move away to a quieter area to calm down.
- Use the calm box to channel the child's feelings, when they are ready to do so.
- Never label a child, e.g. “Naughty”. It is the behaviour, which must be addressed, avoiding the child creating a negative self-image.
- Never make false threats or promises.
- Help them understand the consequences of their behaviour, supporting children to learn ways to deal with their feelings. We will encourage the child to apologise and say sorry if appropriate.
- Apply age appropriate sanctions but only as a last resort, making it clear to the child why they are being used. We will never use food as a punishment.

If a child has caused any physical harm to another, (for example biting or hitting), both of their parents/carers will be informed, and the event will be recorded as:

- **An Accident** – Name of injured child, date, time, short explanation of how the event took place. To be signed by staff member and parent/carer.

- **An Incident** – Name of child who caused harm, date, time, short explanation. To be signed by staff member who witnessed the event and parent/carer.

Physical intervention will only ever be used for the purpose of averting immediate danger of personal injury to any person or to manage a child's behaviour if absolutely necessary. Staff should remember that sometimes moving the rest of the group to a different space can help.

### Bullying/Hurtful Behaviour

Bullying is classed as unwanted, aggressive behaviour that involves a real or perceived imbalance of power. The behaviour is repeated or has the potential to be repeated over time.

The staff at Barnett Wood Pre-School take a very serious view of bullying and unkind behaviour. The staff regularly re-enforce the acceptable rules of behaviour and why we need rules with the children before the start of every session, so they are clear in the children's minds before they start to play. The 10 golden rules that are covered are:

- Kind Hands
- Good manners. Wait for your turn to talk during group time. Say please and thank you.
- Kind Words
- Good listening. Listen to the bell and 'stop, put your hands on top' when you hear it
- 'Stop' sign, say stop if you don't like something
- Walking feet inside
- Good Sharing/turn-taking
- Play gently with our toys
- Wash our hands
- Put things away

Bullying is uncommon in Pre-School aged children. If a child is seen acting aggressively towards another child (or the Pre-School environment), the incident will be recorded and the parents/carers will be informed. If this occurs on a regular basis, the key person will involve the parents/carers to try to find out the reasons for the child's behaviour and the options necessary to meet the child's needs, such as strategies to minimise triggers. Staff will always have regard for each individual child's stage of development so that strategies are effective.

Where an incident has taken place or a child has been the subject of aggressive behaviour, the practitioners will comfort the hurt child by cuddling them and be extra vigilant whenever the two children are playing near each other. Practitioners will then explain to the child doing the hurtful behaviour why his/her behaviour is not acceptable and help them to understand how their actions have made the other child and the Practitioner feel, ie sad, and help resolve any issues. If it is felt that it is needed the child may be asked to sit with a practitioner for a short period of time to think about their actions before re-joining the group.

### Fantasy Role Play

Many children enjoy acting out fantasy play in the form of Superheroes and Villains, which may involve rough and tumble play and significant chasing and negotiation between children. This play is regarded as normal play; however, Practitioner's will encourage healthy Superhero play by ensuring that the environment is kept safe, set limits and monitor play. Practitioner's will use this type of play to help explore emotions and the teaching of right and wrong. This type of play can contribute to a child's healthy development as children can develop physically, cognitively, socially and emotionally during this type of play.

### **Sources**

#### Useful Websites

<a href="http://www.acas.org.uk">www.acas.org.uk</a> <a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a> <a href="http://www.direct.gov.uk">www.direct.gov.uk</a> <a href="http://www.unicef.org">www.unicef.org</a>	<a href="http://www.childline.org.uk">www.childline.org.uk</a> <a href="http://www.bullying.co.uk">www.bullying.co.uk</a> <a href="http://www.foundationyears.org.uk">www.foundationyears.org.uk</a>
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### Links to Legislation

- Children Act 1989 and 2004
- Children and Families Act 2014
- Conventions on the Rights of the Child, UNICEF 1989
- Data Protection Act 1998
- Employment and Equality (Religion or Belief) Regulations 2003
- Employment and Equality (Sexual Orientation) Regulations 2003
- Every Child Matters – Change for Children 2004
- Equality Act 2010
- Freedom of Information Act 2000
- Race Relations Act 1976, and Amendment Act 2000
- Sex Discriminations Act 1975 and 1986
- Sex Discriminations (Gender Reassignment) Regulations 1999
- Statutory Framework for the Early Years Foundation Stage 2014
- The Human Rights Act 2000

### **Policy written August 2022**