

Behaviour Management Policy

Aim of the policy

To meet the requirements of Ofsted, the current EYFS framework and the Children and Young Persons Act 2008 with regard to behaviour management. This policy will promote, encourage, reinforce and recognise positive behaviour, enabling children to develop a sense of appropriate behaviour and a positive self-image.

Points to consider

Early years practitioners must be aware of the need for a consistent approach to behaviour management and develop effective strategies using positive methods appropriate to the individual child. We must adopt a sense of working together

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**Some policies continue to the next page. Please check you are referring to the complete policy content. These policies are reviewed annually and updated inline with changes to government legislation.*

alongside parents/carers to ensure our ethos on behaviour management is fulfilled. Working alongside parents/carers supports all children's emotional, social and behavioural development.

We believe that behaviour is learnt. We can, therefore, teach children to be kind through staff actively promoting positive behaviour and acting as positive role models. This is encouraged through play, planning and resources.

Behaviour management

The degree of success of any behaviour management programme is dependent upon the way in which the programme is carried out and consistency in staff attitude and response to inappropriate behaviour. Our practitioners will act as appropriate role models and encourage the development of a positive self-image in the child.

In order to function acceptably, children need to feel valued and accepted in a group – to feel secure with the adults caring for them and with the routine of the setting.

Our practitioners will work with the children to agree acceptable boundaries. Young children are still very egocentric and much of what society deems desirable, e.g. politeness, honesty and consideration for others, will be recognised and understood through appropriate role modelling. Behaviour is a form of communication; inappropriate behaviour is often acted out by children who are confused and frustrated at not being able to communicate their needs. As a team, practitioners will agree on consistent expectations and strategies for dealing with positive and negative behaviour in relation to the group of children in their care at that time.

We offer an open-door policy to all parents/carers, which means they can discuss any issue or concern in confidence and privately with the key person or management team.

In order for us to have consistent communication with parents/carers, notice boards, daily handovers, newsletters, parent/carer evenings and events are also provided.

What is unacceptable behaviour?

- Hurting someone physically, such as biting, kicking, throwing things or

spitting • Hurting someone verbally, such as name calling, racist remarks, shouting or swearing at someone

- Emotional sarcasm, threats or manipulation
- Showing disrespect for the property of others, such as by damaging their equipment or work
- Showing disrespect for the feelings of others

To encourage positive behaviour:

- Use praise, high fives, smiles and encouraging words
- Promote desired behaviour through activities and role play
- Model social skills such as sharing, manners, hygiene and turn-taking
- Encourage children to take responsibility for their own behaviour

If a behaviour problem persists:

- Discuss the behaviour with the senior member of staff
- Talk to the parents/carers to discover if this behaviour is repeated at home
- Agree on a strategy to be used within the setting and at home (if applicable) and share this with all staff
- Review the situation after an agreed amount of time and agree further strategies if necessary
- If the behaviour continues, work with the parents/carers to start an ABC tracker if needed and, if applicable, consult the SENCO to agree on further action
- Monitor all behaviour and record relevant observations
- If the behaviour still persists, consult relevant outside agencies in consultation with parents/carers and the SENCO

When managing undesirable behaviour:

- Staff should always use a gentle, calm tone, with friendliness, courtesy and child-friendly, age appropriate language
- At no point is physical punishment (e.g. shaking, slapping, smacking or

threatening) allowed

- Negative words such as 'no' and 'naughty' are also not allowed

- Staff should always get down to the child's level

- Staff should give praise to promote positive behaviour

Children should not be forced to say 'sorry'. If they wish to do so of their own accord, then this is deemed acceptable. Instead, it may be suggested that they give the other child a hug to comfort them or ask what would make them happy, etc.

- Under no circumstances must a child be sent to another room or isolated in a different area as a form of punishment

- Pudding and treats must not be withheld or exchanged for something else in order to make the child behave

- Staff must be discreet when communicating incidents of challenging behaviour to other staff

- Information in relation to a behaviour incident should always be relayed to parents in a confidential space away from others

- All children must be valued and treated with respect at all times

- A positive self-image should be developed through regular praise and encouragement

- An environment must be created in which challenging or undesirable behaviour is redirected into appropriate behaviour

- Children will not be singled out or restrained within a particular area/on a chair

- Children will not be humiliated for their undesirable behaviour

- When discussing concerns with parents/carers, these must always be balanced with some positive feedback

Positive behaviour management strategies

Positive methods are more effective than negative strategies in shaping children's behaviour. Promoting positive behaviour through praise and distraction is preferable to using punishment. Children need to know that, despite their inappropriate behaviour, we still value them. It is the behaviour we dislike, not the child.

Practitioners should praise children wherever they can. This will help children to use

more positive strategies to resolve their own conflicts.

Children should hear practitioners speak positively.

Staff should never disclose the name of the biter when talking to the parent/carer of the bitten child.

General rules

Practitioners should share their anxieties and concerns around behaviour management with colleagues and leaders. Behaviour management can be challenging and require support. It is not a sign of personal failure to ask for help and advice; it is a sign of maturity, intelligence and emotional understanding. There are times where practitioners need to take a break from a situation and ask another member of staff to take over.

Practitioners should always take time to stand back from situations to consider the bigger picture and other factors. Listen to others' views on and understanding of a situation to build a better understanding of the issues and enable better management of behaviour concerns by the team.

Never physically punish a child. A common-sense guideline is that practitioners should only physically remove a child from a situation if they are at physical risk of endangering themselves or others.

Remember that corporal punishment (e.g. smacking, biting and shaking) is illegal, as is depriving a child of food or drink or forcing a child to consume it.

In addition, staff must not use practices that humiliate or frighten children, such as poking fun, sarcasm, using derogatory language, verbal or physical threats, taunts or isolation (e.g. the 'naughty chair').

Naming children as examples of unacceptable behaviour, calling them naughty or bad and/or 'sitting children out' showcases them as children who do not behave and sends messages to children, families and communities that they are bad children. This often results in these children being scapegoated for situations they had nothing to do with and damages their chances of moving to wanted behaviour. Labels stick, and we do not want the unwanted behaviour to stick.

'Time out', where children are placed alone to think about what they have done or miss out on as punishment, is not acceptable in our settings. Children in their early years do not have the maturity or cognitive development to reflect on their behaviour and independently come up with better strategies for next time. They require sustained shared thinking with a supportive adult to discuss appropriate behaviour and what is expected of them.

Violence towards or abuse of a child by a staff member will result in instant suspension

pending a full investigation, which will lead to instant dismissal if proved to be valid.

Children must be provided with:

Comfort and care

- Practitioners should show children that they value and care for each of them.

Children need to trust and confide in practitioners and enjoy their company.

- Practitioners should provide equally for all children, overcoming any

tendency towards favouritism.

- Practitioners should always listen to what children say and allow them to express

their opinions and needs. Non-verbal communication should reinforce what is being said to the child.

Security

- The way the setting's programme is structured should foster a feeling of security for the child. Children should know when things happen, where things are and where particular people are to be found. They should be informed of any impending change.

- It is important to minimize any situations that may cause a child to feel overly anxious. This can be achieved by creating a secure and familiar environment where children are respected and feel confident and able to express their feelings and thoughts.

Adequate sleep and rest

- There should be places in the setting where the children can withdraw quietly if they wish. The quiet area should have comfortable chairs, cushions, beanbags, beds, etc.
- Children should be allowed their particular 'comforter'.
- Staff should liaise regularly with parents/carers regarding the amount of sleep and rest children are receiving.

Freedom to explore

- Children should have space to 'let off steam'.
- The setting should offer age-appropriate, stimulating learning environments both indoors and outdoors so that children are encouraged to explore.

'Outdoor opportunities reduce the levels of the stress hormone cortisol for all children. Being inside for long periods of time with restricted space often leads to children displaying unsettled, fractious behaviour and having more squabbles.'

(The National Strategies – Supporting Children with Behavioural, Emotional and Social Difficulties 2010) There should be a balance between child-led and adult-led activities on offer to all children.

A positive self-image

- Children benefit most where adults adopt a consistent and positive approach.

Staff members need to promote a good self-image among the children. This will give them the confidence to continue to learn and try new things while displaying positive behaviour.

Adults as role models

- Staff should examine their own dress, manner of speaking, body language, tolerance, politeness and consideration, humour, hygiene, etc. and consider if they are presenting appropriate role models for the children.