

# Behaviour Management Policy



Updated in December 2018

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### 1. Statement of Intent

Stoke Gabriel Pre-School believes 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 restricted by anyone else.

We believe that all children, staff, parents and visitors should be treated and treat each other with respect and courtesy.

### 2. Aim and Values

We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment. We work to help the children to develop the following values:

- ❖ **Respect:** to encourage all children to have respect for themselves, for other children, for staff and for the pre-school environment.
- ❖ **Understanding and compassion:** to help children understand other people's views and experiences and to be caring and tolerant of them.
- ❖ **Responsibility:** To enable children to have an increasing ability to take responsibility for their own actions and to understand the consequences of their behaviour.
- ❖ **Fairness and equality:** to give children an understanding of how to be fair to all: how to share and give everyone an equal chance.
- ❖ **Politeness and consideration:** to teach children how to be polite and considerate (acknowledging any appropriate cultural differences)
- ❖ **Kindness:** to promote acts of kindness for each other and to assist children in ways of being gentle towards each other.

**Trust and Safety:** to show children how to keep themselves and each other safe and to give them the confidence to express their concerns and fears in an appropriate way.

**Training:** To carry out a comprehensive induction process where staff will be given advice and guidance on managing challenging behaviour and given written information to support this advice.

### 3. Strategies and Procedures

- All staff provide a positive role model of behaviour by treating children, parents and one another with friendliness, care and courtesy, demonstrating different ways of being polite and considerate.
- All staff use the same positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's age and stage of development - for example distraction, praise and reward. *See our Conflict Resolution Procedure.*
- Only one member of staff deals with each situation, unless they ask for support from another member of the team.
- We use praise to help children develop strong self-esteem and respect.
- We require all members of the Pre-School to keep to the rules.
- We provide children with appropriate script to help them deal with difficult situations, such as "Stop it", "I don't like it" or "This behaviour is unacceptable"
- We encourage children to share their ideas, views and experience of home life to help them develop awareness and understanding of other people's view and culture and to be caring and tolerant of them.
- We help children get an understanding of fairness by providing support when sharing toys, equipment, for example, by using sand timers to help them visualise time and turn taking.
- We encourage children to help one another and to share their abilities with others.
- We praise and endorse desirable behaviour such as kindness, respect and willingness to share.
- When children behave in unacceptable ways, we help them develop their ability to take responsibility for their actions by discussing other ways they could have handled the situation. We then help them understand the consequences of their behaviour and give them the opportunity to make amends; e.g. cleaning up, saying sorry, giving a hug.
- We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development - for example by distraction, discussion or by withdrawing the child from the situation.
- We never send children out of the room by themselves.

- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We do not shout or raise our voices in a threatening way to respond to children's behaviour.
- We avoid creating situations in which children receive adult attention only in return for undesirable behaviour.
- We work closely with parents by keeping them regularly informed about their children's behaviour through their key person or Manager.
- We encourage parents or carers who have concerns about the management of a child's behaviour, to contact the key worker or Manager.

#### 4. **Recurring Unacceptable Behaviour**

- We work with parents to address recurring unacceptable behaviour, using objective observation records to help us understand the cause and to decide jointly how to respond appropriately.
- The Manager and key worker may draw up a suitable Behaviour Plan that will be discussed with the parents. The plan will be shared with all staff to ensure consistency in the implementation.
- **Physical Restraint** - we only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property.
- **Outside Agencies** - we will seek advice from outside agencies, as required, with parental permission.

#### 5. **Biting**

- If a child bites another child or adult, staff will try and establish the reason for this behaviour. Children bite for a variety of reasons. This may be because they are frustrated, exploring using their mouth, asserting their independence and wanting to gain control, are stressed or to gain some attention.
- The staff may work with the parents or carers to establish what triggers biting.
- To try and avoid biting, various actions could be taken. These may involve altering the child's routine, giving them more one to one attention, purchasing additional resources so sharing is not such a major issue.
- If a biting incident occurs, we will first attend to the child who was bitten while keeping the child who bit close by so that he/she can witness the consequences of his/her actions.
- We will then remove the child who bit, from the situation and will explain to them; according to their age and understanding, that biting is unacceptable behaviour. For younger children this may be by the tone of

voice and facial expressions rather than words. It may be necessary for us to exclude the child from an activity and use 'time out' until they are calm enough to return. We will also encourage the child to provide some kind of apology (give a hug, say "sorry"... ) to the child they have bitten and work with them to develop strategies to help them deal with the reasons.

- We will make sure any first aid is applied if required and the incident is recorded and seen and signed by the parents.

## 6. Anti-Bullying

We do not permit any form of bullying in the pre-school

- Bullying is persistent targeted behaviour that can be:
  - ❖ Physical: pushing, kicking, hitting or biting
  - ❖ Verbal: name-calling or teasing
  - ❖ Emotional: excluding, ridicule, humiliation or tormenting
  - ❖ Racist: taunts, graffiti or gestures
- A child who is being bullied:
  - ❖ Will be reassured that the bullying is not their fault.
  - ❖ Will be told that we care about them and staff are here to support them.
  - ❖ Will be given lots of praise, encouragement and responsibilities to help them feel valued.
  - ❖ Will be given help to develop techniques to deal with the situation: assertiveness, walking away. These techniques will be shared with parents so that they can be reinforced at home.
- A child who is bullying:
  - ❖ Will be reassured that it is their behaviour we do not like and not them.
  - ❖ Will be given strategies to improve their behaviour and make amends for their actions.
- Staff will work with the parents to establish reasons for bullying and ways to improve the behaviour.

**The Behaviour Management Policy runs alongside the Acceptable Behaviour Policy.**

Policy Adopted on .....(Date)

Agreed by ..... (Chairman). Date .....

Agreed by ..... (Manager). Date .....