Behaviour Management Policy

Statement of intent

Our pre-school believes that children flourish best when they understand how they are expected to behave. Every child is entitled to play and learn without fear of being hurt or unfairly restricted by anyone else.

Aim:

We (The Management) aim to provide an environment that encourages acceptable behaviour and addresses unacceptable behaviour appropriately. We help children learn to respect themselves, other people and their environment.

Methods:

1. Keep up to date with legislation, research and current thinking on managing children's behaviour.
2. Access relevant sources of expertise on managing children's behaviour.
3. Ensure that all staff receive relevant in-service training on managing children's behaviour, and keep a record of their attendance.
4. Promote Fundamental British Values, Please refer to our Curriculum policy for further information on how we achieve this

All staff, students and volunteers will:

1. Model positive behaviour by treating children, parents and one another with friendliness, care and consideration.
2. Use positive strategies to help children resolve conflicts in ways appropriate to their ages and stages of development, such as distraction, praise and reward.
3. Be familiar with the pre-school's behaviour policy and rules for behaviour.
4. Follow the rules and apply them consistently so that children understand what is expected of them and feel safe.
5. Work with parents to help children learn the rules.
6. Work with parents understand and respect different expectations of behaviour arising from cultural diversity.
7. Recognise that some behaviours may arise from a child's additional needs.
8. Help children understand that it is the inappropriate behaviour, not the child, that is unwelcome.
9. Praise and encourage desirable behaviour, such as kindness and a willingness to share.
10. Avoid creating situations in which children receive adult attention only when they display undesirable behaviour.

What is considered inappropriate behaviour varies according to a child's age and stage of development. Examples may include:

1. Refusing to share or take turns with other children.
2. Aggressive behaviour, such as hitting, kicking or pushing.
3. Unkind words, name-calling or racist remarks.
4. Deliberate defiance of a member of staff.

When children behave in inappropriate ways:

1. A member of staff will calmly discuss the child's actions and their possible consequences with them.
2. If staff find a child's behaviour persistently difficult to manage, we may make and record observations to help us understand the cause. We will also discuss the way forward with parents to explore any underlying causes, such as problems at home or changes in families circumstances. We will aim to agree on a consistent approach with parents, guardians or carers.
3. We respond to unacceptable behaviour in ways appropriate to the child's age and stage of development. These may include distraction, discussion, redirecting the child, or withdrawing an activity or removing the child from a situation for a short period.

The following responses to inappropriate behaviour will never be used or threatened at the preschool under any circumstances:

1. Physical punishment, such as smacking or shaking
2. Deprivation a child of their needs.
3. Humiliation or ridicule.
4. Leaving a child alone in a room.

Physical restraint will only be used when, in the judgement of staff, there is a real or potential danger of a child injuring themselves or others, or damaging property. Any significant event of this kind must be recorded on a Physical Intervention form. The form must be copied, and the parent must sign both copies when collecting the child. One copy will be given to the parent, the other will be filed with the child's personal records at the setting.

Bullying:

Bullying involves persistent physical or verbal abuse of another child or children. We take bullying very seriously.

If a child bullies another child or children:

1. We intervene to stop the child from harming the other child or children.
2. We explain to the child who is bullying why their behaviour is inappropriate.
3. We reassure the child or children who have been bullied.
4. We encourage the child who has bullied to apologise for their actions.
5. We make sure that children who bully receive praise when they display acceptable behaviour.
6. We do not label children who bully.
7. We discuss what has happened with their parents or carers of the child who has bullied and agree on a plan for managing the child's behaviour.
8. We share what has happened with their parents of children who have been bullied. We explain that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Exclusion:

In extreme circumstances we reserve the right to exclude a child from the setting or restrict their days ort times of attendance to ensure the safety of others.

Code of Conduct

In addition to this policy, all staff, volunteers, committee members, parents and visitors must follow our Code of Conduct. Please refer to that document for further details.

Version	Changes made	Author	Date
1.0	Baseline version	Lyn D	12th Oct 2015
1.1	4) Statement in Bold reworded to include reference to Physical Intervention form	Lyn D	12thNov 2015
1.2	3 c) Change of wording re: redirecting the child or removing a toy/ situation away from the child	Lyn D	6th Feb 2016
1.3	Paragraph added re: Exclusion	Lyn D	9th Aug 2016
1.4	Para 4 added to methods regarding British Values. Reference made to code of conduct	Amanda	23rd October 2017
1.5	Appendix added re: Biting	Amanda	24thApril 2019
1.6	Where children behave in inappropriate ways: 1) reference to a child being made to apologise removed due to recent studies showing that most children of	Amanda	27th July 2021

	preschool age have little understanding of this concept		
1.6	Reviewed, no changes made	Lyn	9th Nov 2022
1.6	Reviewed, no changes made	Lyn	9th Nov 2024
1.7	Reworded with the aid of co-pilot	Lyn	12th Nov 2026

APPENDIX 1 Biting Policy

Biting is a normal behaviour in babies and toddlers and can affect any child at any time. Understanding why a child bites is vital to resolving the situation and supporting the child.

Children can bite for a number of reasons, including:

- **Expressing emotion** – Children may bite as a way of showing love, even though this may seem unusual. Toddlers do not yet have the tools to express their emotions in an acceptable way.
- **Experimenting** – Toddlers learn by experimenting, particularly by putting objects in their mouths. They often do not intend to bite, but may find it difficult to distinguish between using their mouths to explore their surroundings and biting in a way that causes pain.
- **Defending** – Toddlers whose communication skills are still developing may use biting to express themselves. When they feel anxious, threatened or nervous, they may bite to make another child move away.
- **Controlling** – Some toddlers may use biting to gain control of a situation and get what they want.
- **Frustration** –Children may bite to gain attention from an adult or another child. They may not yet know how to share or take turns.

Whenever a child bites, we will work with their parents to agree on a consistent approach that everyone is happy with. This approach will be reviewed regularly and adapted where necessary.

If a child is bitten, they will be comforted and treated immediately by a first aider. The child who has bitten will be told in a strong, firm voice, “NO BITING” and moved to a separate area where no further attention, positive or negative, is given. All attention will be directed towards the child who has been bitten.

An accident form will be completed for the injured child, and their parents will be informed. An incident form will also be completed for the child who has bitten, and their parents will be informed. In both cases, the parent will sign the relevant form, which will be kept on file for future reference. In line with our Confidentiality policy, staff will not disclose the children's names to the other child's parents. All information will be kept on the pre-school premises.

As well as supporting children who bite, we will support and protect the other children in the setting. Close supervision of children known to bite will help staff intervene quickly and reduce the number of incidents. Staff will continue to provide stimulating activities and a variety of play situations to maintain children's attention and interest.

Staff can sometimes anticipate a situation that may lead to biting. In these cases they will use distraction to help the child focus on something else.

In most cases, biting is a phase. Its duration depends on the individual child and their reasons for biting. By continuing to work together on a consistent approach, the key person and parents will be able to respond quickly to the child's needs and support them throughout this phase.