

Title:	BEHAVIOUR MANAGEMENT POLICY
Outcome Statement:	We aim to ensure the children in our care 'learn through play' in a happy, caring, stimulating and secure environment. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.
To meet the standards as part of:	Early Years Alliance Ofsted
Applicable to & For use by:	All members of the pre-school setting: Staff, Committee Members, Volunteers, Parents / Carers
Appendices:	
Last reviewed:	January 2024 (Manager's name changed May 24)
Reviewed by:	Hainford & Frettenham Pre-school Manager / Chairperson
Date of Committee Meeting policy adopted at:	
Chairperson Name and Signature:	
Review Date:	January 2025

BEHAVIOUR MANAGEMENT POLICY

The Behaviour Management Officer is: Louisa Coleman

Deputy Behaviour Management Officer is: Laura Luxford

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them. Our primary aim is to ensure that the children in our care learn through play in a happy, caring, stimulating and secure environment. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

Children are encouraged to tell a member of staff if anyone hurts them or they feel cross or upset. The issue will be dealt with in partnership, achieving an outcome acceptable to all. If parents think that there may be an issue with their child, they are requested to inform the pre-school Manager so that the matter can be dealt with as soon as possible.

In order to achieve this staff and volunteers will:

- Be made aware of the Behaviour Management Policy.
- Be encouraged to attend any relevant training on behaviour management.
- Provide a positive model with regard to friendliness, care and courtesy.
- Ensure that the rules are applied consistently so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- Praise and encourage desirable behaviour, such as kindness and willingness to share, in some cases a reward system may be used.
- Give attention to ALL children, not only to those behaving in undesirable ways.
- Manage incidents of unwanted behaviour in a calm and controlled manner.
- Endeavour to be consistent and fair-minded.
- Encourage responsibility, such as helping to tidy away.
- Always respect children as individuals, even if their behaviour is unacceptable, making it clear that it is the behaviour and not the child that is unwelcome.
- Discuss the need for rules with children in a one-to-one and small group situation.

In cases of positive behaviour:

- Children will be praised for good positive behaviour by staff using encouraging language and gestures within the setting so that wherever possible positive behaviour is instantly recognised.
- Child friendly posters are displayed to promote and encourage positive actions.
- Children will be praised and encouraged at circle/register to help children recognise positive contributions.

Managing unwanted / unacceptable behaviour:

- Clear, consistent boundaries are set regarding behaviour. Children are made aware of the need for goals and boundaries and specific expectations for their behaviour in ways appropriate to their level of understanding.
- Physical punishment will never be considered an option nor are practices that humiliate, frighten or shame children. We recognise the importance of adult behaviour as a role model for the children, and will not allow bullying in the form of physical, racial or verbal abuse towards anyone; adults or children.
- Staff will intervene and redirect if necessary, to prevent disagreements developing that children cannot handle.
- Physical restraint is kept to a minimum, consistent with the safety of the child and others.

- Children who misbehave will be given one-to-one support in seeing what was wrong and working towards a better pattern. Where appropriate, this might be achieved by a period of supervised time out with an adult. If this has been necessary during a session, the parent/guardian/ carer will be informed.
- In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.
- In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.
- In cases of unacceptable physical contact between children e.g. biting, kicking and unacceptable verbal behaviour, the child in question will have the impact of their actions explained to them in a clear but caring manner, and they will then be asked to comfort or apologise to the recipient of their actions. Children with a tendency towards this behaviour will be observed by a member of staff with a view to intervening at an early stage. Parents/guardians/carers will be consulted by the child's key person or supervisor with regards to handling this behaviour before a long-term problem is allowed to develop. After the incident, both children will be reassured by a member of staff and their attention diverted to an alternative activity. They will then be observed to ensure there is no further recurrence. Violent incidents will be recorded in the Incident Book.
- Staff will not shout in a threatening manner, or call children naughty.
- In some circumstances, responses may include short periods of exclusion from activities with the support of a staff member.
- Staff will always be aware of the developmental stage and circumstances of the individual child.

Hainford & Frettenham Pre-school aims to help children take responsibility for their own behaviour. This can be done through a combination of approaches which include:

- Positive role modelling
- Planning a range of interesting and challenging activities
- Setting and enforcing appropriate boundaries and expectations
- Providing positive feedback

However, there are rare occasions when a child's behaviour presents particular challenges that may require physical handling. This policy sets out expectations for the use of physical handling.

The positive use of touch is a normal part of human interaction. Touch might be appropriate in a range of situations.

- Giving guidance to children (such as how to hold a paintbrush, or when climbing)
- Providing emotional support (such as placing an arm around a distressed child)
- Physical care (such as first aid or toileting)

Duty of care

Staff at Hainford & Frettenham Pre-school have a duty of care towards the children. When children are in danger of hurting themselves, others or of causing significant damage to property, staff have a responsibility to intervene. In most cases, this involves an attempt to divert the child to another activity or a simple instruction to stop. However, if it is judged as necessary, staff may use restrictive physical intervention.

When physical intervention is used, staff at Hainford & Frettenham Pre-school will use as little restrictive force as necessary in order to maintain safety, and for as short a period as possible.

When can restrictive physical intervention be used?

Restrictive physical intervention can be justified when:

- Someone is injuring themselves or others
- Someone is damaging property
- There is suspicion that, although injury or damage has not yet happened, it is about to happen

Duty of care means that staff might use restrictive physical intervention if a child is trying to leave the site and it is judged that the child would be at risk. Staff would also use other protective measures, such as securing the site and ensuring adequate staffing levels. This duty of care also extends beyond the site boundaries, i.e. when staff have control or charge of children off site.

Hainford & Frettenham Pre-school recognises that there may be times when restrictive physical intervention is justified but the situation might be made worse if it is used. In this situation staff would not use it, but would do something else (like issue an instruction to stop, seek help, or make the area safe) consistent with their duty of care.

The aim of using restrictive physical intervention is to restore safety, both for the child and those around them. Restrictive physical intervention is never used out of anger, as a punishment or as an alternative to measures which are less intrusive and which staff judge would be effective.

Recording and reporting

At Hainford & Frettenham Pre-school any use of restrictive physical intervention is recorded. This is done as soon as possible and within 24 hours of the incident. According to the nature of the incident, the incident is noted in other records, such as the accident or incident book.

The records will show: who was involved (child and staff, including observers); the reason physical intervention was considered appropriate; how the child was held; when it happened (date and time) and for how long, any injury or subsequent distress, and what was done in relation to this.

After using restrictive physical intervention, Hainford & Frettenham Pre-school informs the parents by phone. Parents are given a copy of the record form.

Monitoring

Hainford & Frettenham Pre-school committee review this policy annually. The manager/ committee has the opportunity to seek support from other agencies where appropriate. Monitoring the use of restrictive physical intervention helps identify trends and therefore helps develop our pre-school's ability to meet the needs of our children without using restrictive physical intervention.

Complaints

The use of physical intervention can lead to allegations of inappropriate or excessive use. Where anyone (child, carer, staff member or visitor) has a concern, this is dealt with through the pre-school's usual complaints procedure. (see Complaints Policy and Procedures).