



## Policy Statement

Burham Pre-School believes that children flourish best when they know how they are expected to behave and are entitled to play and learn without fear of being hurt or unfairly restricted by anyone else. We will ensure that we provide an environment that meets the child's individual social, emotional and intellectual needs. We will offer exciting, motivating and challenging learning opportunities whilst at the same time not make inappropriate demands on such young children.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions.

Our named co-ordinators for Behaviour Management are Tracey Beechey/Tanya Best

We require the named person to keep up to date with legislation, research and thinking on handling children's behaviour and to access relevant sources of expertise when necessary to filter down to all staff. We ensure that all staff adopt a consistent approach to behaviour management and that all volunteers and students are aware of and abide by this policy.

As a staff group we will;

- We will ensure that EYFS guidance relating to behaviour management' is incorporated into relevant policy and procedures
- Promote British values; support children in understanding their own and other's behaviour and its consequences and learning to distinguish right from wrong and involve children in creating rules and codes of behaviour for example to agree rules about tidying up and ensure that all children understand that rules apply to everyone.
- Provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- Use positive strategies for handling any inappropriate behaviour, by helping children find solutions in ways, which are appropriate for the children's ages and stages of development. For example, distraction and praise
- Praise and endorsement of desirable behaviour such as kindness and willingness to share, and support each child in developing self-esteem, confidence and feelings of competence. We will share positive behaviour and achievements from parents.
- Keep to our 'golden rules', and apply them consistently so children know what's expected of them and feel safe.
- Work with parents to help children learn the 'golden rules'
- Work with parents to understand and respect differing codes of behaviour because of cultural diversity.
- Understand that additional factors such as hunger, tiredness and lack of stimulation can impact behaviour.
- Staff work closely together, sharing necessary strategies to support children's behaviour.

- Be aware that some kinds of behaviour may arise from a child's special needs
- Ensure that children who behave inappropriately know that it is the behaviour not them that is unwelcome.
- Avoid creating situations in which children receive adult attention only in return for undesirable behaviour.
- Support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- Not shout or raise our voices in a threatening way to respond to children's inappropriate behaviour.
- Encourage the children to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. Inappropriate behaviour is different for different ages of children and stages of development but may include, for example

Refusing to share and take turns with other children;  
Aggressive behaviour of any kind such as hitting, kicking or pushing;  
Unkind words, name - calling and racist remarks.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them. The staff will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves and give comfort to calm a situation and offer them explanation and discuss the incident with them to their level of understanding.

We recognise that young children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling.

### **When children behave in inappropriate ways:**

- We will use an initial problem-solving intervention for all situations in which a child or children are distressed in conflict. All staff use this intervention consistently
- This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.
- If staff are finding behaviour persistently difficult to deal with, we will use observations to establish an understanding of the cause. In addition, we would discuss the way forward with the parents to determine if there is an underlying cause; such as problems at home or change in family circumstances. We would aim to find a common approach with parents/carers, using a targeted plan.
- We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development - for example by distraction, discussion, redirecting the child or by withdrawing the child from the situation and moving them to a calm thinking space with an adult to give children time to calm when necessary or think about actions and consequences with a member of staff
- If despite applying initial interventions to deescalate situations and focused interventions to identify triggers the child's behaviour continues to occur and/or is of significant concern, the SENCo and key person invite the parents to a meeting to discuss external referral and next steps for supporting the child. It may be agreed that the setting request support from the Early Help team and/or other specialist. If the behaviour is part of other welfare concerns that

include a concern that the child may be suffering or likely to suffer significant harm, safeguarding procedures will be followed immediately.

The following ways of dealing with inappropriate behaviour will NOT be used or threatened under any circumstances at Burham Pre-school

- Physical punishment such as smacking or shaking
- Deprivation of needs
- Humiliation or ridicule
- Leaving a child alone in a room

### **Challenging Aggression by children towards other children**

- Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge and prevent escalation.
- If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents of the child who has been the victim of behaviour and the parents of the child who has been the perpetrator should be informed.
- The designated person will contact children's social services if appropriate, i.e., if a child has been seriously injured, or if there is reason to believe that a child's challenging behaviour is an indication that they themselves are being abused.
- The designated person will make a written record of the incident, which is kept in the child's file; in line with the Safeguarding children, young people and vulnerable adults policy.
- The designated person should complete a risk assessment related to the child's challenging behaviour to avoid any further instances.
- The designated person should meet with the parents of the child who has been affected by the behaviour to advise them of the incident and the setting's response to the incident.
- Ofsted should be notified if appropriate, i.e., if a child has been seriously injured.
- Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.
- Parents should also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.

### **Physical interventions**

Reasonable force or physical restraint of a child will only be used where the judgement of the staff is that there is real or potential danger of injury to the child themselves or others around them or if there could be damage to property or causing disruption to others safety. Any significant event of this sort will be recorded on an Incident form and the parent/carer informed on the same day and we will require them to sign the form. This is not an exhaustive list but provides some examples of situations where reasonable force could be used:

- During a fire drill a child refuses to leave the building or run off once outside.
- To prevent a child from hurting another child in temper
- To restrain a child at risk of harming themselves through physical outbursts.

Staff use as little force as necessary to maintain safety. Any intervention will only be used for as short a period as possible to keep the child safe and maintain well-being by aiming for:

- keeping the child's safety and well-being paramount
- a calm, gentle but firm approach and application of the intervention
- never restricting the child's ability to breathe
- avoiding close head-to-head positioning to avoid injury to the child and themselves (head butting)
- avoiding lifting the child unless necessary
- reassuring the child and talking about what has happened
- Every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses
- As soon as it is safe, the physical intervention will be relaxed to allow the child to regain self-control

### **Biting and Other Behaviour Causing Injury to Others**

Many children go through stages in their development, where they exhibit behaviour that others find unacceptable. Biting in particular is a very unpleasant form of behaviour that is particularly prevalent in children whose language skills are only just developing and can often be an expression of frustration that they have not yet acquired the skills to express what they are feeling.

Biting is very upsetting to the biter, the bitten, the parents of both, and the staff. There is often no "argument" preceding a biting incident. Thus, bites may occur quickly and without an obvious warning to the adults present. A child may bite when he/she feels physically crowded or cornered and is unable to use words to get the other child or children to move away.

Pinching and scratching are examples of other behaviour that we sometimes see, again this can be unprovoked or the result of a confrontation over a toy. Please be assured though, that for every incident that does happen, staff successfully averts many other potential incidents. Thankfully these behaviours tend to diminish with age and development and are few and far between.

The Preschool always follows the same procedures in the event of a child being bitten or otherwise hurt by the actions of others.

Our procedures are as follows:

1. To comfort the injured child and administer appropriate first aid.
2. To then explain to the child who inflicted the injury that it is unacceptable, that it hurts the other child and if appropriate to do so show the mark or bruise. We would always assure the child that it was not them but their behaviour that was unacceptable.
3. Remove the offending child from the circumstances that provoked the injury for a short period of time.
4. We will always inform the parents of the injured child.
5. We will inform the parents of the offending child and explore with them their strategy for dealing with such incidents if they occur at home or elsewhere. (If their strategy was a direct contradiction of our strategy, e.g. Parent biting the child back, we would explain why we thought this was an inappropriate response.)
6. To discuss with other staff members the incidents concerned and evaluate and monitor the situation for the future.

7. In a small minority of cases where the behaviour is persistent to the point of serious concern, it may be appropriate to enlist the help of other professionals, e.g. Early Years Specialist Teacher, Health Visitor, Child Psychologist, to look closely at any other contributory factors. This would only be done in consultation with parents/carers.
8. It is not Pre-school policy to “expel” a child for this type of behaviour as this only removes the child and does not address the problem however we will need to work with parents to make sure all children are safe.
9. We will record the incident on an incident log sheet these are reviewed termly to make sure no patterns are emerging.

Staff members will not disclose the identity of the children involved as it is vital to maintain the confidentiality of the children concerned.

We ask for your support in these circumstances and hope that you will understand the need for our Policy and Procedures which are to safeguard the interests of all those concerned.

### ***Rough and tumble play***

Young children often engage in play that may have aggressive themes, such as superhero's and weapon play.

- ◆ We recognise boisterous play is normal for young children and acceptable within limits.
- ◆ We will develop strategies to contain play that is agreed with the children and understood by them, with acceptable behaviour boundaries to ensure children are not hurt.
- ◆ We recognise that fantasy play also contains dramatic scenes such as blowing up things and that these themes often refer to goodies and baddies which offers opportunities for us to explore concepts of right and wrong.
- ◆ We monitor play and suggest alternative strategies for heroes and heroines, encouraging empathy and lateral thinking to explore scenarios.

### **The following are our 5 main Pre-school behaviour ‘golden’ expectations:**

Good Walking – Children are encouraged to walk and not run (except in designated areas) to help avoid accidents, such as falling on a toy, or knocking into someone else.

Good Sharing – The toys at pre-school are for all the children to play with and enjoy so we have to play together and take turns.

Respect for others – treating others with respect at all times and we encourage when a grownup is talking that children use good looking and good listening as it may be very important.

Respect our Toys – We all help to care for our pre-school toys, we help to tidy them away when we have finished playing with them and we try not to break them.

Be Kind to Other's – We don't like to make others feel sad we ask children to be kind to others at all times i.e. no hitting, shouting etc

## BURHAM PRESCHOOL – BEHAVIOUR MANAGEMENT POLICY

All children are treated as individuals and therefore any SEN requirements or additional needs are assessed individually and we work with parents on how to manage behaviour appropriate for that child within the setting for example using calm time, visual timetables or removing them from a situation if they may cause harm to themselves or others.

### Links to legislation

- Children Act 1989 and 2004
- Conventions on the Rights of the Child, UNICEF 1989
- Data Protection Act 1998
- Every Child Matters-Change for Children 2004
- Freedom of Information Act 2000
- Race Relations Amendment Act 2000
- Sex Discrimination (Gender Reassignment) Regulations 1999
- Statutory Framework for the Early Years Foundation Stage 2014
- The Human Rights Act 2000
- Equality Act 2010
- Children and families Act 20

This policy was adopted by:     *Burham Pre-school*    

On \_\_\_\_\_

Date to be reviewed \_\_\_\_\_

Signed: \_\_\_\_\_ (*supervisor*)

\_\_\_\_\_ (*chairperson committee*)