



Behaviour Management Policy

Updated 20th October 2015

Lollipops

Every Child Matters

Statement of intent

We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Aim

All staff are committed to support children to behave in socially acceptable ways and to understand the needs and rights of others in line with British values.

Methods

Our Deputy Manager, Siobhan Mason has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

We require our Deputy Manager to:

- Keep herself up to date with legislation which relates to behaviour management.

- Access support from the Equality & Inclusion team where necessary

- Check that all staff have relevant training on promoting positive behaviour

We recognise that behaviour of adults and children varies between cultures and require staff to be aware of - and respect - those used by members of our preschool and their families.

We require all staff, volunteers and students to provide a positive model of behaviour

We ask that all staff and volunteers read the preschool's behaviour policy and its guidelines for behaviour

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We expect all members of our preschool - children, parents, staff, volunteers and students - to keep to the guidelines at all times.

We work in partnership with parents. Parents are regularly informed about their child's behaviour by their key person (see Parental Involvement Policy). We work with parents to address recurring inconsiderate behaviour, using our observation records (see Observation and Assessment Policy) to help us understand the cause and to decide jointly how to respond appropriately and may consider following a parents method for dealing with un- acceptable behaviour (ABC or STAR chart).

Strategies with children who engage in inconsiderate behaviour.

1. We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response. The Key Person will help a child understand routine etc. by modelling, time table photos, rule photos ie kind hands, kind feet, kind mouth, we are all friends, walking, visual cards, clear and simple instructions, time to carry out tasks etc.
2. We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
3. We acknowledge considerate behaviour such as kindness and willingness to share by praise
4. We support each child in developing self esteem, confidence and feelings of competence and happiness, by use of the feelings mat and discussing feelings.



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5. We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
6. When children behave in inconsiderate ways, we talk to them and use flash cards where necessary to help them to understand the outcomes of their action, how they may have made others feel and support them in learning how to cope more appropriately.
7. We never send children out of the room by themselves.
8. We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
9. We do not use techniques intended to single out and humiliate individual children
10. We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property, in the event that physical restraint is used, a physical intervention sheet must be completed and filed in the SEND/AEN file. Where physical intervention is used, the parent/carer of the child will be informed at the end of that days session and they will be asked to countersign the form.
11. In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations and reminders of British Values.
12. We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour unless there is an immediate danger of the child harming themselves or another.



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Children under three years

1. When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
2. We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require adults to help them do this: this is done through the feelings mat and feelings cards.
3. Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding, again through feelings mat and feelings cards.

Rough and tumble play and fantasy aggression

1. We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as aggressive.
2. We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
3. We recognise that fantasy play also contains many violently dramatic strategies - blowing up, shooting etc. and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.

Hurtful Behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour



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as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often not thinking of the feelings of the person who they have hurt.

1. Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour.
2. Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them explanation and discuss the incident with them to their level of understanding.
3. We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. 'I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one'.
4. We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
5. When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. We will use the EYFS (2014) SEND Code of Practice 2014 to support the child and family, the Senco and Key Person will work with the child setting in place action plans and a behaviour support plan, The staff's regular observations of our children will pinpoint and reflect on individual children's behaviour, if after reflection we find behaviour procedures are not working we will evaluate and then make changes if necessary making referrals to the Equality & Inclusion team for help, strategies and support. If these strategies are not successful, a referral for assistance may be required from the Specialist Teaching Service, records will be taken to the local LIFT Meeting (Local Inclusion Forum Team).



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In the unlikely event that all of the above strategies have been attempted and a child's behaviour is causing a health & safety risk to others, Lollipops will continue to work with parents/carers and outside agencies, but may ask that the child attends the setting in a more flexible manner until a satisfactory conclusion has been reached and we feel that there is no significant risk of harm to other children in the setting (as per Admissions policy)

Reviewed annually

Signed by  Date 20/10/15

Role of signatory MANAGER

Witnessed by  Date 20.10.2015

Role of signatory Deputy Manager

4. We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.

5. When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. We will use the EYF3 (S014) SEND Code of Practice 2014 to support the child and family. The SEND and Key Person will work with the child setting in place action plans and a behaviour support plan. The staff's regular observations of our children will pinpoint and reflect on individual children's behaviour. If often retention we find behaviour procedures are not working we will evaluate and then make changes if necessary making referrals to the Equality & Inclusion team for help, strategies and support. If these strategies are not successful, a referral for assistance may be required from the Specialist Teaching Service, records will be taken to the local LIFT Meeting (Local Inclusion Forum Team).