

BEHAVIOUR MANAGEMENT POLICY

BEHAVIOUR MANAGEMENT CO-ORDINATOR – Donna Mulhern

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to develop an atmosphere of respect for other people and property. Children will be helped to understand that certain behaviour is not acceptable or appropriate within the pre-school setting because it is either unsafe or unfriendly.

At all times staff members will be consistent, fair and firm in their response to the children. While it is made very clear to the children that negative and unsociable behaviours are unacceptable, much more time and emphasis is placed on praise and reinforcement of positive behaviour. Such an approach aims to raise the child's self-esteem and promote self-discipline.

Rules are kept to an absolute minimum in the pre-school and are made to ensure the safety and well-being of the children. Every attempt is made to make the children aware of the need for the rules and rewards of keeping them – again with the aim of promoting self-discipline.

Themes in relation to bullying will be discussed throughout the Pre School year in an age-appropriate manner using supporting resources. Bullying behaviours are unacceptable and these will immediately be challenged by staff accordingly. This includes having meetings with parents whose children this involves, recording of incident forms and other professionals sought if problems continue.

In the event of a child breaking a rule or behaving in an unacceptable manner, an adult intervenes to stop the behaviour, talks the child through the unacceptable aspects and encourages him/her while in the same play area to behave positively. This affords the child an opportunity to display improved behaviour. Should the negative behaviour continue the child is denied the opportunity of playing in the chosen area and is asked to move to an alternative activity.

Should a child continue to display negative, unsocial or unacceptable behaviour such as biting, kicking or hitting with no evidence of improvement, this will be brought to the attention of parents or main carers so that a collaborative approach can be made. Should serious behaviours continue, such as biting, further planning will be discussed in how best to change the child's unacceptable behaviour, and this may include referral to a Child Behaviour Specialist or other professional. Reduced time may be implemented depending on circumstances.

To achieve this:

- Staff will treat all children with respect and help them feel a valued member of the group.
- Children will not be hit/smacked, shaken or treated roughly, pushed or pulled nor will such treatment be threatened.
- Children will not be singled out or humiliated to sit in a corner on their own. If a child does need to be removed from a situation, then an adult will take them to a quieter area to reflect, and the supportive adult will help them see what was wrong and how we can work towards a better pattern. The adult will stay with them and engage them in another activity and discuss the behaviour – if the child is at that level of understanding
- If a child upsets another child, or adult, they will be asked to see if they are all right. If they mean it, they may say or show they are sorry. An immediate response of 'sorry' is not

accepted if the child does not mean it, but is merely saying the word in the hope of being able to continue playing. There may be a need to speak to both children using Talking Teddies to help both children see each other point of view and how their behaviour upset each other. Stories and group circle time promotes positive appropriate behaviours and children are encouraged to engage in these activities and actively express their thoughts and feelings.

- Children will be encouraged to seek out an adult to resolve conflicts and not inflict revenge, they can do this by getting a helping hand if needed.
- Staff will model behaviour that they would expect from children and show care courtesy & good manners – including modelling ‘whole body listening’ during carpet activities
- Staff must appreciate that not everyone has the same values and what is acceptable to one person may not be acceptable to another. Staff should never judge a child’s behaviour but simply state that ‘We don’t do that here’.
- **Adults should not shout or raise their voices in a threatening way.** In any case of misbehaviour staff should go to the child and not call across the room, **unless there is immediate danger.**
- Staff should handle inappropriate behaviour in a calm, but authoritative manner. Any discipline should be clear, short and to the point. It must be made clear that it is the behaviour and not the child that is unwelcome. If for any reason a member of staff feels a situation is slipping out of their control then another team member should take over and the first move away from the area. Children should never feel intimidated or upset by our manner and, where possible, staff should talk at their level.
- Limits will be set to help children control their own behaviour. Too many rules are confusing for young children and easily forgotten. The limits imposed will always be clear and a reason for the rule will always be given. For example, we do not run inside because we may bump into the furniture and hurt ourselves or we may hurt someone else. Positive phrases will be used as often as possible – such as ‘walking feet’ instead of ‘no running’ - but there will be occasions that a safety issue arises and therefore it is more important to stop the action.
- Any rules will be applied consistently. Directions and commands given to children will always be followed up with actions. For example, if a child throws a toy the child is appropriately spoken to about it and repeated behaviours would result in the toy removed or the child removed from that area, giving chances for the child to change their behaviour before a consequence is ensued. Account will be taken of the age and stage of development of each child.
- Adults will intervene and redirect, if necessary, to prevent disagreements developing that children cannot handle. There may be times staff will need to use Talking Teddies to help children understand conflict and how to resolve disagreements, through the use of puppets. The leader will adapt planning should repeated behaviours (in general) occur in order to remind children of the class rules and gauge understanding of the rules through discussions and stories.
- Staff should never say “No” to a child without offering a reason or alternative. Wherever possible positive action should be enforced, for example instead of saying ‘Don’t run’ we use ‘We use walking legs inside because it’s safer’. Alternatively the child can be asked ‘What

might happen if you run?' Praise or thanks should then be given when the child behaves in the appropriate manner.

- We aim to help the children see the consequences of their actions and to treat others as they would wish to be treated.
- Children have equal rights and those rights will be protected. For example, children have a right to play with a toy and not have it snatched away by another child. They will be allowed to finish playing with it, and then give it to the other child. The child who wishes to play with the toy will be encouraged to use a sand timer, indicating a finish time for the child playing with the toy.
- Praise will be given when children behave in a friendly, caring way and when they show kindness and are willing to share.
- We will aim to give each child positive attention and praise throughout the session to avoid a situation in which children only receive attention for undesirable behaviour.
- The pre-school does not intend to bring to the attention of parents every misdemeanour and children need to learn to handle, and control, minor conflicts. Where serious misbehaviour occurs that poses a danger to themselves or others, then the incident will be recorded and the parents informed. Children who break the rules will be given opportunities to change their behaviour through a range of behaviour management procedures. First through verbal reminders, the child will receive '3 chances' to control and change their behaviour. Parents are encouraged to explain and reinforce desirable behaviour in class. Other methods include the use of timers for play down time to provide children with a visual means of representing time. At Pre School, we introduce our Red & Green Choice system after the settling in/phasing in period, as a way to determine wanted and unwanted behaviours – once discussed we can use this as a visual tool and referral throughout the year. We also use our 'Talking Teds' which can be used to role play scenarios of behaviour which is useful for children as it brings the situation out and beyond the child encouraging understanding and empathy. These tools are used to mainly promote positive behaviour but can also be used to support unwanted behaviours. Strategies may be amended or adapted depending on the child and their understanding. Visuals may be used if a child has difficulties in understanding speech.
- If there is a recurring problem, parents will be invited into the group for a discussion. We will work with, and support, the parents to encourage a better pattern of behaviour.
- Staff will be aware that some kinds of behaviour may arise from a child's special needs and objective observations will be carried out to establish an understanding of the cause of any problems.

Behaviour Management Strategies:

- Taking the child to the red and green choices visual area, where the child will be taken through the rules to reinforce/remind the child of expected behaviours.
- Using Talking Teddies to help children visualize their behaviour with the aim that they can understand what they have done and what they could have done before conflict occurred.
- Referring to visual reminders e.g. sitting like whole body listeners including listening songs
- Using the puppets (Nosey, Wise Owl, Ken) to help with conflict issues.
- Using Media Initiative puppets to present scenarios in how actions can hurt others feelings

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- Using the helping hands
- Using the timers to manage sharing resources and taking turns
- The Pigeon Scale – use of visuals 1 – 5 to help promote purposeful play
- Using the Media Initiative Programme as a means of exposing children to varying family dynamics to extend children’s knowledge and speak in a positive manner and celebrate differences
- Using ‘Colour Monster’ as part of our Wellbeing Programme, in encouraging children to discuss emotions in an open way.