



Behaviour Management Policy.

Aim: To promote acceptable behaviour and respect for others in an environment where children feel safe, valued and confident to play and learn.

The member of staff with overall responsibility for behavioural management is our SENCO Nicola Mudge. Nicola has received training in behaviour management and attends locally run behavioural management courses to keep up to date in the field.

Behavioural management forms part of our staff induction programme. Staff are given support in managing children's behaviour and take up locally provided courses on behavioural management as part of their induction. Staff will go on further training if it is felt appropriate for them to do so.

Our procedures for behavioural management are discussed with parents during the home visit and are included in the parent's handbook.

Encouraging good behaviour.

At the Exwick Ark desirable behaviour is encouraged in the following ways;

- Consulting with children at the start of each term about the rules of our pre-school.
- Displaying our Golden Rules and referring to them regularly.
- Praising and rewarding good behaviour.
- Encouraging sharing and negotiation.
- Helping children to find their own solutions to conflicts.
- Using some of our circle time sessions to discuss behaviour and feelings.
- Using stories, including bible stories, and role play to start discussions about behaviour.
- Helping children to understand the effects of their behaviour on others.
- Explaining to children why a particular behaviour is not acceptable.
- Teaching children to challenge bullying, harassment and name-calling.
- Encouraging a sense of responsibility, for example helping to tidy up or serve snacks.
- Reassuring children that they are always valued as individuals even if their behaviour is unacceptable.
- Boosting children's self esteem.
- Staff providing good role models in the way they behave towards each other and the children in their care.



Dealing with inappropriate behaviour.

Children are individuals and their behaviour needs to be dealt with in a way that is appropriate for their developmental stage. However, in most situations the following procedure will be carried out.

- Explain to the child that what they are doing is not acceptable and why.
- Consider the reason for the behaviour and the possibility of distracting the child in a different activity or adapting the existing activity to make it more appropriate.
- If the child repeats the behaviour explain to them that you have asked them not to do this and if they do it again they will have to have a period of time out.
- If the child repeats the behaviour take the child to a quiet area of the playroom or to an area of the room where you are working and ask them to sit for 1 minute per year of their life. Remain with the child if possible for this time but ignore them. At the end of the time out discuss the behaviour again and the reason for the time out. If appropriate, discuss with the child what they will need to do to make amends for their behaviour, for example say sorry for...or clear up.
- If another child has been hurt encourage that child to express how they feel to the child who hurt them. The child who hurt them should say sorry for... (naming the specific action).
- If the behaviour continues Nicola or Paula will discuss the behaviour with the child's parents/ carers and a joint strategy will be drawn up. This may include an individual behaviour plan.
- In some circumstances it may be necessary to seek advice from our Early Years Advisory Teacher or Carrie Fairclough (Nursery Plus Teacher) or to involve outside agencies.
- Any incidents, which involve harm to another person or damage to property, will be recorded in the incident book and signed by the member of staff dealing with the incident. The record should be counter signed by the child's parents when they collect the child. The incident book is examined by Nicola each month to identify any patterns of unacceptable behaviour.
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We will not;

- Use any physical punishments
- Shout at a child, dominate or stand over a child or otherwise frighten a child.
- Use threats, which cannot be carried out.
- Damage a child's self esteem by humiliating, segregating, withholding food or using a naughty chair.



Record Keeping

Individual behavioural problems and strategies used to solve them are recorded on individual behaviour plans (IBP). Parents are consulted and involved in this process. Individual incidents involving damage to another child or property are recorded in the incident folder.

Strategies to record group behavioural issues are recorded on behavioural plans, which are kept in the SENCO file.

All these records are confidential and kept in a locked filing cabinet.

Physical Restraint.

In most circumstances physical restraint should not be used. Physical restraint may be considered necessary in an emergency to prevent the child from injuring themselves, others or property. If physical restraint is used it should be with the minimum force and for the minimum time. Any such incidents should be recorded in detail in the incident book by the person involved and counter signed by any witnesses and the child's parents. The child's name, time and location of the incident, trigger, nature of the incident, others involved, witnesses, how the situation was handled, what form of constraint was used and any consequences should be recorded.

Reducing the likelihood of situations arising which may require the use of force

- Maintaining a calm, orderly and supportive atmosphere.
- Developing effective relationships, and addressing problems at an early stage of their development (through the SENCo).
- Continually offering and developing opportunities for whole setting, individual and small group work on personal, social and emotional development (for children and their families).
- Structured approach, through staff induction and training, to develop skills underpinning positive behaviour management, including conflict management and de-escalating.

Date: March 09

Signed: