



Early Education & Childcare Behaviour Management Policy

Aims:

- To provide a consistent approach to promoting positive behaviour and managing unwanted behaviour.
- To identify and support children who display signs of emotional or behavioural difficulties.
- To promote respectful relationships and build children's self-esteem.
- To support children as they learn to resolve conflicts independently.
- To ensure staff and parents are able to access support and develop their ability to manage behaviour in a positive way.

Good Practice

Modelling & Promoting Positive Behaviour

All adults at BS3 Community settings (including parents and visitors) should always behave in a positive and respectful way when interacting with children, or where children are present. It is also important that the language they use and any subjects they discuss in this environment are developmentally appropriate to the children who are present. Early Years Practitioners at BS3 Community settings have a clear awareness of the impact of their actions, and the actions of others, on children's behaviour and emotional well-being and will be supported and empowered to challenge anything which does not align with the values of the organisation.

Positive reinforcement will be provided when children are behaving appropriately, and Practitioners will ensure children understand when and why specific behaviour warrants praise. Lead Practitioners will ensure that practitioners adopt a consistent and positive approach across their teams, and that opportunities are given to reflect on their approach, particularly in response to any more challenging situations.

Expectations

Young children require clearly stated expectations and short simple requests, multiple consecutive instructions may not be understood. Practitioner's training and experience means they are able to provide developmentally appropriate expectations and support students and inexperienced colleagues in doing the same. Communication with young

children will occur on the child's level and eye contact made (respecting children whose needs dictate that they may not be comfortable with this).

When communicating expectations adults will avoid using questions such as 'would you like to sit down for lunch?' in favour of clear statements such as 'I need you to come and sit down for lunch.' Practitioners will endeavour to present authentic and relevant choices where they are appropriate, ensuring differentiation between these and basic fixed expectations. Practitioners will give a five-minute warning to children before transition times in the routine, for example before tidy up time.

All limits and boundaries should have a clear rationale and if possible, children will be involved in setting these. Adults will avoid having rules for the sake of rules, but once a decision has been made, they should remain consistent and not change their mind and alter rules or boundaries.

Where there are specific challenges relating to how children respond to adult expectations, the Behaviour Management Co-ordinators at both BS3 Community settings will encourage Practitioners to reflect on potential reasons for this, and to consider what is expected and how it is communicated.

Responding

Under no circumstances is the use or threat of corporal punishment, or punishment which could impact on any child's wellbeing, acceptable at the setting. This is made clear to all adults and would result in immediate disciplinary proceedings against any practitioner who failed to comply.

Unwanted behaviour will always be stopped in a calm and controlled manner. Where possible practitioners will redirect unwanted behaviour, for example if a child is throwing resources responding with "we don't throw our toys, if you want to throw something, let's go outside and throw a ball." If appropriate an adult will calmly request that a child leaves the situation or activity where the behaviour has occurred and engage in discussion with them:

- The adult should explain why an action is not acceptable (labelling the behaviour, not the child e.g. "Hitting is not OK.")
- The child should be given an opportunity to discuss the incident and their feelings.
- If a child needs some time and space to calm down, then an adult may request that they sit out for no longer than their age by years in minutes.

If a child is persistently carrying out an action which is causing low level disruption then a practitioner should provide them with a choice, e.g. "you need to stop shouting at story time or you will have to move away from the story."

If physical contact is necessary (for the safety of the child, other children, or adults) practitioners should maintain calm body language and explain their intentions, e.g. "I am going to move you away to stop anyone from getting hurt." Physical interventions should be recorded as an incident if appropriate.

Practitioners will ask for help if they are finding a situation with a child's behaviour particularly challenging, saying "assistance needed" so another staff member can take over, or help, if needed.

Resolving Conflict

We increasingly refer to High/Scope conflict resolution techniques for supporting young children. If low level conflict occurs practitioners are aware of the following recommended steps:

- Approach calmly
- Acknowledge and talk about the feelings of each child.
- Gather information about the situation
- Restate the problem
- Ask for ideas and solutions and choose one together
- Be prepared to give follow up support.

This technique is aimed at helping children to gain the skills they need to independently resolve conflicts with peers. The emphasis should be on encouraging children to take responsibility for finding solutions to conflict, for example using a sand timer if they are finding it hard to share. Practitioners will adapt the approach for non-verbal children, such as using distraction to resolve a conflict situation, or using simple words to describe their feelings, then giving them a solution with follow up support.

Practitioners will encourage a child to show empathy to another child if they have hurt them, this does not have to be saying the word “sorry”, alternatives could be a hand shake, or a cuddle if the other child is willing. This will consider the child’s age, development level and needs and focus will remain on communicating the consequences and impact of the behaviour. Practitioners will avoid the focus shifting to a ‘battle of wills’ to say the word ‘sorry’.

Bullying

Bullying behaviour is defined as any behaviour which is intended to cause unhappiness or harm to an individual/group. Immediate action will be taken in the event of any bullying behaviour, with children’s wellbeing always being the priority.

In the event of an on-going problem, where the implementation of the strategies outlined within this policy are unsuccessful, a meeting would be arranged with the child’s parents/carers. The setting would aim to establish whether there are any current problems at home; to discuss appropriate strategies to remedy the bullying and to offer appropriate support to the parents. Parents would be required to co-operate during this process, in all cases.

Supporting Families

If an incident occurs which has the potential to cause upset and anxiety for a family, for example if a child is bitten by a peer, practitioners should communicate clearly and sensitively with the parents. This may include offering them the opportunity to meet with the Lead Practitioner and/or Key Worker and communicating the relevancy of the processes outlined in this policy in relation to the incident. Practitioners’ should pay attention to directly addressing any concerns raised, acknowledging the feelings of parents, and considering any worries the child may have.

We are also committed to supporting parents who may be facing challenges managing their children’s behaviour at home. This may include signposting or referring them to additional support or meeting with them to discuss strategies used at nursery. In

addition, from 2019 we will be trialling some evening workshops for parents, delivered by a specialist trainer.

Prevention

Children are encouraged to be assertive and to alert adults if another child does something they do not like. Adults should use any opportunities to talk about associated feelings for both parties involved in a situation. Practitioners will help label feelings as all children experience them and regularly discuss a wide variety of emotions e.g. at circle time.

Adults in the 3-5s groups should discuss the expectations within the group, talking about the “Things we do at nursery” such as “Be kind to each other” and “Treat our toys and books with care.”

Additional Needs

The Behaviour Management Co-ordinators and Special Educational Needs Co-ordinators will work together to monitor children and identify any child who may require additional support for issues with behaviour. They will then take responsibility for deciding whether it is appropriate to involve other professionals and how to support staff in best managing a child’s behaviour.

The Behaviour Management Co-ordinators will take responsibility, alongside the Executive Head of Education & Childcare, the Associate Head of Education & Childcare and Lead Practitioners, for ensuring that practitioners take children’s needs into consideration when resolving conflict and responding to disruptive behaviour.

Working with Other Agencies

BS3 Community works in partnership with other agencies, including Bristol City Council’s inclusion team, local schools, education providers and children’s centres, for the benefit of all children. On some occasions it may be necessary to communicate with a partner or agency to support an individual child, for example to find out about any effective strategies used by a previous setting, to seek advice, or to develop a consistent support plan. If additional support is required, we may also recommend that we make a referral to another agency.

If we intend to communicate with a partner regarding support for an individual child, or to make a referral, then this would normally be discussed with their parent or carer first.

Incident Reporting

An incident report will be completed for any situation where there is a level of concern or impact on others. For example, if a child behaves in a violent manner. Incident reports are recorded on a standard form, which is signed by the Practitioner, the person in charge, and the parent of any child/ren who the report may relate to. Any related actions arising from an incident will also be recorded on this form.

Risk Assessment

In some cases it may be necessary for BS3 Community to complete a risk assessment relating to specific behaviours, for example if a child has behaved in a violent manner

towards others, or put themselves at risk by trying to leave the group when on an outing. BS3 Community is committed to finding strategies and resources to mitigate risks of this nature, for example by securing funding for 1:1 adult support, however where suitable strategies cannot be found we reserve the right to suspend or withdraw a space if it is felt that there is an unacceptable level of risk. If this does occur, we will endeavour to work with the family, and partner agencies, to identify appropriate support and provision.

Training

All practitioners with Early Years qualifications undertake training in behaviour management to obtain these qualifications. Both settings have a named Behaviour Management Co-ordinator, who will access further behaviour training and support colleagues with any related issues.

Both BS3 Community settings will also endeavour to allow as many Practitioners as possible to access further training and input to allow them to implement this policy and promote positive and co-operative relationships between children.

Named Person/Behaviour Management Co-ordinators:

Southville Centre – Samantha Porter

Chessel Centre – Abbey Barnish

Reviewed – August 2020

Related documentation:

- 13. *Equal Opportunities & Inclusion Policy*
- 6. *Child Protection Policy*
- 15. *SEND Policy*