



## Early Education & Childcare Behaviour Management Policy

### Aims:

- To provide a consistent approach to promoting positive behaviour and managing challenging behaviour.
- To identify and support children who display signs of emotional or behavioural difficulties.
- To identify and support children's behaviour that may change at and recognise this may be signs of abuse or neglect.
- To promote respectful relationships and build children's self-esteem and well-being.
- To support children as they learn to resolve conflicts independently.
- To ensure staff and parents/carers are able to access support and develop their ability to manage behaviour in a positive way.

### Good Practice

#### *Modelling & Promoting Positive Behaviour*

All staff members at BS3 Community Development settings (as well as parents/carers, and visitors) are expected to 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 staff at BS3 Community Development 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 and Senior Practitioners must ensure that staff 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 can 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 (visual prompt may be needed) to children before transition times in the routine, for example before "tidy up time". To support transitions, staff members will change the 'arrow sign' on the visual daily routine.

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. All team members within a room must follow the same boundaries and expectations to support the children consistently. If a staff member is dealing with a situation, there is no need for other staff members to be involved as that could confuse the child. If the staff member needs support, they will ask for assistance.

Where there are specific challenges relating to how children respond to adult expectations, or the behaviour of a child is causing concern we expect the staff team to meet in the first instance to ensure that everyone is following the same instructions. The Lead or Senior Practitioner will need to log the timeline of events and potential reasons for this challenging behaviour, consider meeting with the parents/ carers to discuss behaviour expected and how to work in partnership. The ABC chart will be used in noticing patterns of child's behaviour, which would help to set an individual support plan.

BS3 Community Development Nurseries promote and follow conflict resolution when supporting behaviour and challenging situations. This approach enables practitioners to calmly respond to any conflict occurring, and includes recognising the situation, negotiation, and mediation. We use The Colour Monster story across our rooms to support children to recognise and own their emotions. In each room there are sets of emotions (based on Colour Monster story) cards to be use when needed. Set of the cards might be also offered for the parents to take and use at home.

## **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 includes food being threatened. 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. 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.
- We should not keep asking the child why they behave the way they did, or how are they feel as the child’s brain development is not ready yet to deal with amotions and logic.
- 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. Every room has a quiet space / library / sensory room which should be offered to the child if needed.

Any incident is documented on the chronology and 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., “please can we use our indoor voice 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 conflict 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 handshake, 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 or has been received in a way that the person feels they have been affected by another's behaviour. 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 threshold for our concern of repeated behavioural incidents are four over a fortnight period). 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 person 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.

If parents need to be informed of incident / accident, that will need to be done without presence of the child. This will support the child's wellbeing as they don't need to hear it all again which could be upsetting for the child.

If there was more serious incident, parents should be informed by telephone.

All actions should be written down in child's Chronology.

## **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 Special Educational Needs and Disability 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 SEND Co-ordinators will take responsibility, alongside the Head of Education & Childcare, the Deputy Manager 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 Development 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. During any meeting will have notes and a copy will be stored in the child's chronology.

### **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. All incidents are written on the child's chronology.

### **Risk Assessment**

In some cases, it may be necessary for BS3 Community Development 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 Development 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. Should a child have been repeatedly hurt, injured or another and staff notice a pattern; trigger points will include:

- four occasions of a child biting, face injury, physical contact that leaves a mark over a ten-day period (involving other children or staff members)
- A child refusing to follow crucial health and safety instructions (e.g., refusing to sit whilst eating, repeatedly refusing to move safely on stairs – five incidents over five days)

### **Training**

All practitioners with Early Years qualifications undertake training whilst studying in behaviour management to obtain these qualifications. BS3 Community Development nurseries will also endeavour to encourage practitioners to access further training and

input to allow them to implement this policy and promote positive and co-operative relationships between children.

**SEND Co-ordinators:**

Southville Centre – Joanna Smith (SEND Lead) and Beth Benford  
Chessel Centre – Joanna Smith (SEND Lead) and Jorja Hardwick

*Reviewed July 2023*

***Related documentation:***

- *Equal Opportunities & Inclusion Policy*
- *Child Protection Policy*
- *SEND Policy*
- *Parents partnership policy*