

## **BEHAVIOUR MANAGEMENT POLICY**

### **Statement of intent**

Our pre-school believes that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else.

### **Aim**

We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

### **Methods**

We require all staff, volunteers and students to

- provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy;
- use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's ages and stages of development - for example distraction, praise and reward;
- familiarise themselves with the pre-school's behaviour policy and its rules for behaviour and to apply these consistently.

Should a child show behaviour that is unacceptable, for example being unkind to others, being disruptive to the group, or causing physical injury to others, our staff will use behaviour management strategies that are appropriate to the child's development and needs, these strategies include:

- Identify and explain to the child why their behaviour is unacceptable and what the consequences of their words or actions are;
- Shows a child unacceptable behaviour, explain or discuss with the child what it is the child should be doing;
- The child is given two opportunities to correct their behaviour. Should the behaviour remain the same the child is removed from situation until the child feels he/ she is ready to play or join in with the group appropriately;
- We do not shout or raise our voices in a threatening way to respond to children's behaviour.
- Some attention seeking behaviours are ignored, provided the safety of the child and that of others is not at risk, praise is given to positive behaviour;
- Distraction can be used when unacceptable behaviour is shown. Children are offered a choice of two activities that staff is happy for them to do.
- We never send children out of the room by themselves;
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these;

- We do not use techniques intended to single out and humiliate children;
- We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our pre-school leader and are recorded in our Incident Book. A parent is informed on the same day and signs the Incident Book to indicate that he/she has been informed.
- It may be necessary to make written observations of the child's behaviour in order to establish what triggers the behaviour so that strategies can be employed to avoid it.

### *Working with parents*

Parents/ carers will be informed of any behaviour management incidents and staff will explore with the parents/ carers the reason for the behaviour and how it will be managed in the future. This will assist the parent and the pre-school team to maintain a consistent approach to managing the behaviour.

### *Individual Education Plan (IEP)*

If a child is under the age of 3 years shows behaviour difficulties which do not improve using the behaviour management strategies already employed at our pre-school, staff will work with parents to ensure effective strategies are in place. These strategies will be developed and monitored through devising a target monitoring form. If the child's behaviour difficulties do not show any improvement, with the parent's permission, it may be necessary to seek support from another professional.

If a child over the age of 3 shows behaviour difficulties which do not improve using the behaviour management strategies already employed at our pre-school, staff will devise an Individual Education Plan (IEP) with the parents/ carers. The pre-school will also devise an IEP in the event that the Early Years Practitioner or parent has a concern about a child's behaviour.

If the child's behavioural difficulties do not show any improvement and/or interfere with the child's learning or that of the group, despite our pre-school providing an IEP, with the parent's permission, it may be necessary to seek further guidance through a referral to outside agencies.

In the event that the parent refuses permission for the pre-school to seek support from outside agencies or should the child's behaviour be a risk to others, our preschool leaders reserve the right to terminate the child's place at the pre-school.

### *Responsibilities*

Pre-school leaders or key workers are responsible for working in partnership with parents, the Behaviour Management Coordinator and, where necessary, any other professional to manage children's behaviour in accordance with this procedure. Pre-school leaders or key workers are the first point of contact for parents and, when appropriate, maintain target monitoring forms or IEPs with the parent and Behaviour Management Co-ordinator.

Alissia Holmes is the Behaviour Management Coordinator and has overall responsibility for issues concerning behaviour.

The coordinators roles and responsibilities are:

- To ensure that staff is supported in managing children's behaviour through implementing the pre-school's behaviour management policy and procedure;
- To offer advice and guidance to staff and parents;
- When appropriate, to set up and hold meetings;
- To ensure staff are accessing further training;
- To ensure new appointees are provided with training as part of their induction;
- To liaise with parents, practitioners and other professionals where necessary.

### *Bullying*

Bullying involves the persistent physical or verbal abuse of another child or children. We take bullying very seriously. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour. A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another.

It is recognised that bullying, as defined above, rarely occurs in children less than five years of age. However, we take persistent hurtful behaviour seriously and would work with parents of all children concerned to address the situation and change behaviour patterns.

If a child bullies another child or children:

- we intervene to stop the child harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is inappropriate;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to say sorry for her/his actions;
- we make sure that children who bully receive praise when they display acceptable behaviour;
- we do not label children who bully;
- when children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour; and
- when children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

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