



Policy reviewed on 17.01.18

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 Wioletta.

Wioletta has received training in behaviour management and keeps up to date with techniques for management of behaviour through regular research and consultation with other professionals.

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. Students are to be given an introduction to behaviour management. Monica and Sarah oversee Student Induction and Training and will put together a programme for this. Staff are kept up to date with current techniques being used to ensure consistency across the team.

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;

- Displaying our Golden Rules and referring to them regularly.
- Praising and rewarding good behaviour verbally and with appropriate signs and body language. Smiles, praise or thumbs up with specific reference to what they did well.
- Wow slips to go home celebrating specific desirable behaviour.
- Encouraging sharing and negotiation for example by planned activities or the use of sand timers.
- Helping children to find their own solutions to conflicts using the Highscope 6 steps to conflict resolution technique.
- 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.



- Helping children to make appropriate choices.
- Helping children to see the consequences of their behaviour.
- Stickers or other rewards sometimes work short term as a means of discussing a child's behaviour with them.
- Staff being consistent in their expectations by communicating well with each other.
- 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. When there is a problem with a child's behaviour we will always consider possible reasons for the behaviour e.g

- Inappropriate language used by the adult,
- Inappropriate or unclear expectations by the adult,
- A child exploring a schema,
- Inappropriate environment for the child,
- Inappropriate quantity or quality resources,
- Difficulty for the child with transitions or other triggers,
- Special educational needs.
- Home environment

Where possible and appropriate we will change what we do to meet the needs of the child.

We will keep a watch out at all times to catch things before they go wrong/ catch the good moments and distract where needed.

We will aim to be prepared – to know the child, know what the triggers are and how they can be avoided.

We will explain to the child using appropriate levels of language that what they are doing is not acceptable and why. We will focus on the positive e.g. "please walk" rather than, "don't run." We will get down to the child's level and gain his or her attention before talking to them. We may need to hold a child's hands to help them tune in. Where children have limited language we will use signs such as STOP (Hand up) to support communication.

Consequences for inappropriate behaviour will be prompt and clear, identifying exactly what happened and how it can be resolved with the child concerned. We will keep calm and watch body language and tone of voice. It is often helpful to talk with an older child about the choices they have made.

Where a child has hurt another we will support the hurt child immediately and if appropriate help them to find a way to tell the other child how they have made them feel and a way for the child concerned to resolve things.



If there are heightened emotions we will provide a quiet space for the child to calm down as they may not be ready straight away to follow through making amends for their behaviour.

We will encourage the child to say sorry for a named specific behaviour and emphasize that this means they will try not to do it again. Children with less language can be encouraged to sign sorry. A child will not be made to say sorry as this can have little impact. Instead we will say in front of both children something like, "I am really sorry that ___ has hurt you and made you so upset. It really is not fair that he has _____. In this way both children will be hearing the language of feelings and learning about acceptable behaviour.

We will avoid confrontations, working together as a team to identify appropriate expectations and how messages are given and how they can be followed through.

Sometimes it may be appropriate to give controlled choices e.g. do you want to sit next to Paula or Sarah? This gives the child a sense of control/ ownership but within our carefully considered boundaries.

The child may need practice and reminders appropriate to the age/ stage of development about sharing and turn taking. Developmentally appropriate opportunities, with levels of support suited to their needs will be provided such as sharing snack, marble run or taking turns to place a block on a tower.

If the behaviour continues Wioletta or the child's Family Worker 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 Consultant or to involve outside agencies such as the behaviour support team.

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 Wioletta each month to identify any patterns of unacceptable behaviour.

As a staff we will look after and support each other. We will share ideas about what works well and with whom, when and where. We will plan strategies together based on shared knowledge remembering that difficulties with behaviour can be very stressful and upsetting.

We will not;

- Use any physical punishments
- Shout at a child, dominate or stand over a child or otherwise frighten a child.
- Use threats as opposed to talking about consequences or choices.



- 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.

Signed: