



## Behaviour Management Policy

Reviewed by the Proprietor, September 2018

## **Introduction**

At Le Hérisson School we understand that behaviour is a form of communication. Through our understanding of the child's developmental stage and personal, social and emotional needs, we are able to provide the right support to ensure all children are given the opportunity to flourish. The School realises the importance of managing children's behaviour effectively, in a way that is conducive to their welfare and development. It is important that a consistent and positive approach is adopted and staff and students also set example by their own behaviour.

Our aim is to equip children with the skills to behave in a socially acceptable manner, with an understanding of the needs and right of others. We aim to manage children's behaviour in a way that understands specific needs and stage of development. The principles guiding our understanding of behaviour management are drawn from the Early Years Foundation Stage, (September 2018); a unique child, positive relationships, enabling environments and learning and development.

We have a named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

Our Behaviour Management Officer is: **Latoya Alleyne**

We require the named person to:

- Keep her/himself up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support
- Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development  
Check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of – and respect – those used by members of the setting
- 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
- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour
- We expect all members of our setting – children, staff, volunteers and students – to keep to the techniques and guidance set out within our policy, requiring these to be applied consistently
- We work in partnership with children's parents, offering an open door policy. Parents are regularly informed about their children's behaviour by their Key Person. We work with parents to address recurring inappropriate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately

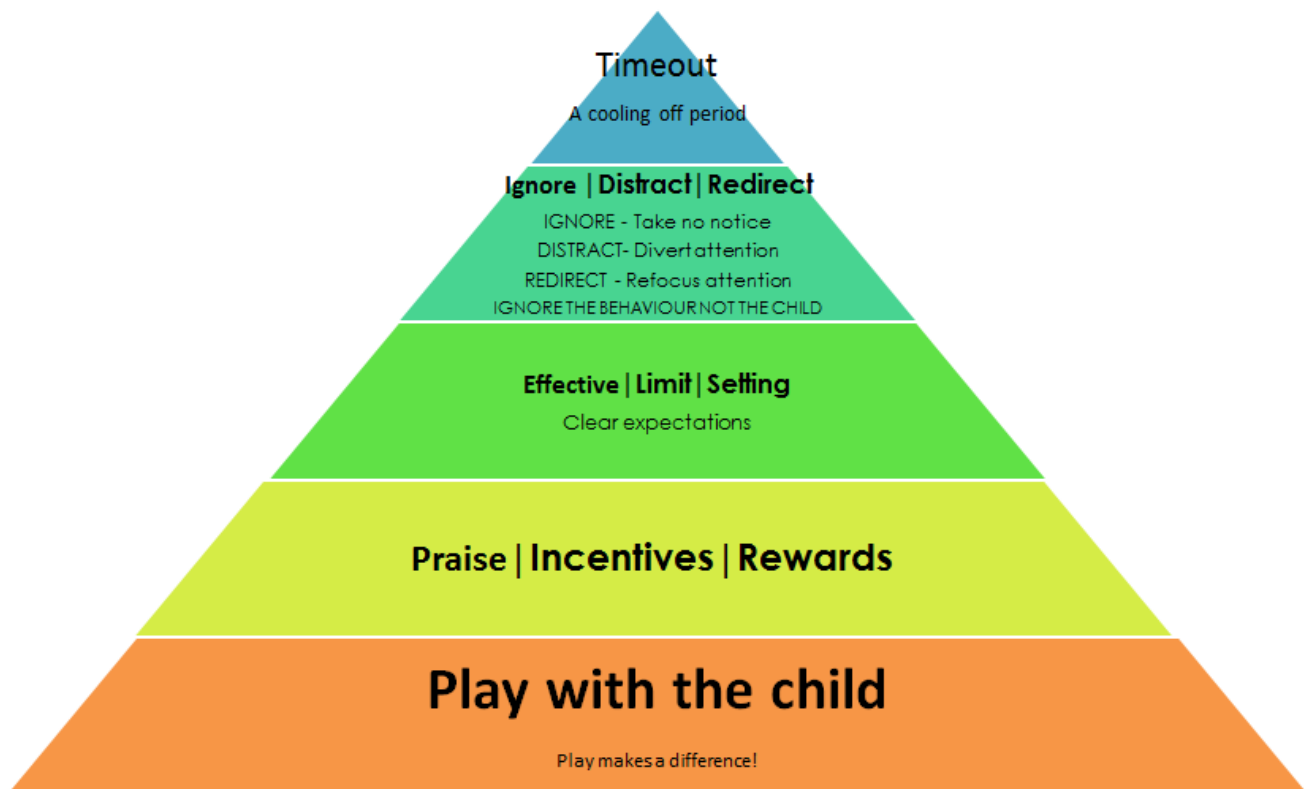
- Physical intervention is only taken for purposes to prevent immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if necessary. Any physical intervention is recorded in our physical intervention log, signed, witnessed by staff and management and signed by parents/ carers

### Strategies with Children who engage in Inconsiderate Behaviour

We require all staff, volunteers and students to use positive behaviour strategies for handling any inappropriate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.

### The Behaviour Management Pyramid

As behaviour is a form of communication, inappropriate behaviour can often be a call for attention. By giving the attention in a constructive and positive way we believe we can prevent this behaviour from escalating.



### Behaviour Management Pyramid

The pyramid above shows the different stages of behaviour management that we operate within Le Hérisson School.

### **Play with the Child**

This is the most important element of the pyramid, remove a block from this section and the whole pyramid will crumble. By joining in with play alongside the child, he/she is being given attention and therefore has no reason to seek it in an inappropriate manner. However, the way we play is also important. We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.

We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.

All staff have received training on the most effective way to support children's play and how to use this to support positive behaviour.

### **Praise Incentives and Rewards**

At Le Hérisson School we believe that children should be rewarded for positive behaviour. By doing so we are demonstrating to all children the sorts of behaviours that are acceptable. We acknowledge considerate behaviour such as kindness and willingness to share and actively encourage this.

Children are regularly given positive reinforcement for positive behaviour through targeted and specific verbal praise. These reinforcements support and embed desired behaviours by recognising the positive atmosphere they create. Our aim is support each child in developing self-esteem, confidence and feelings of competence.

### **Effective Limit Setting**

Children seek boundaries in order to understand what is acceptable. We work with the child to understand and accept necessary limits. This is only possible through clear communication, not through shouting or aggression.

Staff uses effective strategies, such as calm explanations to ensure children understand where these boundaries lie and why they are in place. When children behave in inappropriate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.

### **Ignore Distract Redirect**

This technique aims to draw children's attention away from the situation and engage them in a more constructive activity. At Le Hérisson School we avoid creating situations in which children receive adult attention only in return for inappropriate behaviour. By ignoring the behaviour (but not the child) we demonstrate to children that it will not be rewarded. However, as soon as the child is engaged in positive play, praise is given to reinforce the change in behaviour.

In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.

We introduce children to the 'Wheel of choice' found below and encourage them to choose an action from the wheel rather than hitting or grabbing:

### Positive discipline wheel



1. Apologise to your friend
2. Walk away from the situation
3. Arrange a whole class 'family meeting'
4. Use an 'I' message... "I feel... when..."
5. Tell the other person to STOP
6. Calm down and count to 10
7. Choose another game
8. Share the game and take turns

#### Time Out

Our Time Out procedure is only used when necessary, when the child requires a reflection period. The child is taken to a calm and neutral area where the inappropriate behaviour is identified. We do not use techniques intended to single out and humiliate individual children.

We never use physical punishment, such as smacking or shaking. Children are never threatened with these. We use physical restraint, such as holding, only to prevent physical injury to the child or other children. All such incidents are logged in our incident book (what happened, what action was taken and by whom, and the names of witnesses) by the setting leader and shared with parents on the same day.

As soon as the child is more relaxed they are taken to back to play with their friends. Praise is given to the child as soon as positive behaviour is shown.

This approach to Behaviour Management ensures all children to given high expectations for behaviour and rewarded when they demonstrate this. All staff have received the same training on behaviour management resulting in consistency throughout our nursery.

### **Observation Forms**

This policy provides staff with the guidance required to ensure a consistent positive approach to children's behaviour. Effective implementation of the policy includes consistent use of an Antecedent, Behaviour and Consequence (ABC) Log and the Behaviour Observation Action Form.

When inappropriate behaviour is observed, it is noted down on an ABC Log Form. This form provides information about the antecedent, the behaviour, consequences and the child's response. The ABC Form is followed by a Weekly Behaviour Chart and a Behaviour Observation Action Form. These forms monitor the child's behaviours and brings together all aspects of learning in order to take the next steps in assisting the child's development alongside parents, school practitioners and external agencies.

### **Children under Three Years**

When children under three behave in inappropriate ways, common inappropriate or hurtful behaviours of young children include tantrums, biting or fighting. We recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.

We acknowledge that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this. Staff offer ways to talk about these feelings and give them a name though creative role play, use of puppets and stories. Staff are calm and patient, offering comfort to ease intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

### **Rough and Tumble Play and Fantasy Aggression**

We recognise that fantasy play also contains many violently dramatic strategies - blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and, as such offer opportunities for us to explore concepts of right and wrong. Staff are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Young children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inappropriate at times and may need addressing using strategies discussed.

We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'. We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.

### **Anti-Bullying**

Children need their own time and space. It is not always appropriate to expect a child to share and it is important to acknowledge children's feelings and to help them understand how others might be feeling.

Children must be encouraged to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong. Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened.

Any form of bullying is unacceptable and will be dealt with immediately. At our setting, staff follow the procedure below to enable them to deal with challenging behaviour:

- Staff are encouraged to ensure that all children feel safe, happy and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
- Children need to be helped to understand that using aggression to get things is inappropriate and they will be encouraged to resolve problems in other ways
- Our staff are encouraged to adopt a policy of intervention when they think a child is being bullied, however mild or harmless it may seem
- Staff are ready to initiate games and activities with children, when they feel play has become aggressive, both indoors or out
- Any instance of bullying will be discussed fully with the parents of all involved, to look for a consistent resolution to the behaviour
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the nursery
- All concerns will be treated in the strictest confidence



Records should be kept of what has happened, what has been said and what action is being taken. Staff should report any concerns to the Proprietor. All appropriate staff should be informed of the action taken.

Knowledge and skills gained through this training will be shared amongst the staff team. If you require, at any time, support and advice regarding any Behaviour Management issue, please do speak to your class teacher or the Proprietor.

If there is any need for further action we would contact the relevant EYA and follow any advice they give. We would keep the parent informed of any progress.

**Review Date : September 2019**