

## Safeguarding and Promoting Children's Welfare – Managing Behaviour:

*3.52 Providers are responsible for managing children's behaviour in an appropriate way. Providers must not give corporal punishment to a child. Providers must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child...Any early years provider who fails to meet these requirements commits an offence. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. Providers, including childminders, must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable (EYFS 2017).*

At the setting, we want every member of the setting community to feel valued and respected, and for each person to be treated fairly. We are a caring community, whose values are built on mutual trust and respect for each other.

Our behaviour policy is therefore designed to support the way in which everybody can live and work together in a supportive way. We believe that all children are entitled to be cared for in an environment, in which they feel safe. Therefore, we aim to promote an environment where everyone feels happy, valued and secure.

We acknowledge that there are times when issues surrounding behaviour will need to be supported by adult intervention and we will use the behaviour management policy and procedure to guide us through this process.

We employ Lia Ruddlesdin to head all behavioral management issues within the setting. Lia has the necessary skills to advise other practitioners on behavioral issues and knows to access expert advice if necessary. All practitioners receive behavioral management training as part of the induction process. This training is refreshed at regular intervals. It is central to the philosophy of the setting that all practitioners should always be positive towards the children, each other and the facility. Practitioners will make every effort to act as good role models to children by behaving in a friendly and considerate manner themselves, creating an atmosphere of respect and value for one another. Parents/carers using the setting will be supported in a partnership approach towards achieving these aims. Any issues or problems arising with children, other practitioners or parents should be discussed in private with a member of the senior Management Team. The passing of negative comments about parents, practitioners or children is not acceptable in any other forum.

We aim to encourage self-discipline in the children and develop their consideration for each other, their surroundings and property, by acknowledging their positive actions and attitudes. In this way, we hope to ensure that the children see that we value and respect them, and that their positive behaviour gains them more attention than negative behavior, which in general is not acknowledged unless the child may cause harm to themselves, or others around them or serious damage to property.

Personal, Social and Emotional Development is a core element of the Early Years Foundation Stage (EYFS). The EYFS states that PSED involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

We are committed to working in partnership with parents and carers in supporting children's development in all areas, including behaviour and we consider children's age and stage of development. We recognise that there may be different expectations for children's behaviour at home and at the setting. We therefore work closely with parents/carers to explain the ways in which we promote positive behaviour and to explain the ways we can work together to promote the same message to children.

We aim to ensure the individual needs of all children are met by providing clear, consistent and developmentally appropriate expectations for behaviour guided by PSED in the Development Matters support guidance for the Early Years Foundation Stage.

Children will be supported to learn and develop respect, understanding and compassion, fairness and equality, kindness, confidence and self-esteem.

- Respect: all children will be encouraged to have respect for themselves, for other people (their feelings, beliefs and values) and for the setting environment including equipment and property.
- Understanding and compassion: all children will be supported to understand other people's views and experiences and to be caring and tolerant towards others.
- Responsibility: all children will develop an increasing ability to make choices and take responsibility for their own actions. We help children to develop an understanding of the consequences of their behaviour.
- Fairness and equality: all children will develop an understanding of how to be fair to all; how to share demonstrate this behaviour in their actions also.

- Kindness: practitioners will support children to promote acts of kindness to each other and to assist children in ways of being gentle towards each other.
- Practitioners will support and the use of positive reinforcement to acknowledge considerate behaviour, reinforce positive behaviour developing children's confidence and self-esteem.

Practitioners will work together as a team and show a fair and consistent approach to incidents. They will discuss any concerns with parents/carers to understand and identify possible causes of negative behaviour.

Physical intervention will only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children, an adult or serious damage to property. When physical intervention is used, it will be recorded on an incident form and parents/carers will be informed on the same day when collecting their child or as soon as is reasonably practicable.

Practitioners will focus directly on positive features of the child's behaviour. When negative behaviour is recognised or observed, practitioners will intervene appropriately, in a clear, calm and positive manner, to support children to reconcile conflict. This will be done with an age appropriate approach.

#### **We help children look after themselves by:**

- Praising them: focusing on the positive things they do
- Helping them to recognize their feelings and express themselves in an acceptable way
- Encouraging them to ask for help from peers as well as adults
- Encouraging their attempts and identifying with a view to planning for their interests
- Building their independence through self-help skills
- Encouraging them to see the good in others
- Encouraging them to learn from each other

#### **We help children to care about others by:**

- Using conflict resolution strategies and keeping calm
- Modelling appropriate behaviour
- Working on and reinforcing the understanding of feelings, e.g. in circle time
- Naming and making feelings clear including the consequences of their actions: reflecting to children
- Being aware of the power of language, i.e. not being confrontational or negative
- Boosting self-esteem
- Giving time to listen and help them to acknowledge their responses sensitively

#### **We help children to be polite by:**

- Saying "Good morning" and where appropriate "Please and Thank you" (we model behaviour we want them to copy)
- Encouraging children to wait their turn
- Talking one at a time: listening to each other without interrupting when someone is already speaking
- Giving children clear messages and setting an example

#### **We ask children to look after equipment by:**

- Encouraging children to use equipment appropriately
- Teaching them about health & safety
- Playing games, e.g. in circle time and considering, "How do we look after this"
- Washing toys etc.
- Reminding them to tell us about breakages
- Looking after the equipment ourselves and therefore modelling it

#### **We help children to care about the environment by:**

- Making it as attractive as possible
- Cleaning tables
- Tidying up together
- Displaying children's work
- Picking up rubbish
- Providing labelled storage
- Looking after indoor and outdoor plants
- Explaining proper care and use of areas (painting area, home corner etc.)
- Noticing, acknowledging and praising 'careful handling' and modelling it
- Sharing responsibilities

There will also be a regular assessment of the environment to ensure that it is not having a negative impact on behaviour and that all children's needs are being met.

## Examples of Behaviour and Strategies

Children display a range of behaviour at this age, most of which are to be expected for their age and when they are new to a setting environment. Practitioners may be expected to deal with behaviour, such as inappropriate shouting out, having a 'tantrum', snatching and walking away at tidy up time etc. Intervention will be low key and may include one of the following:

- Using a positive statement, e.g. "if you want to throw something, you could go outside and throw a ball"
- Explaining any concerns e.g. "if you lean back on your chair you may fall over"
- Giving choices
- Having a group discussion or circle time about visual pre-school codes

### Practitioners will deal with more challenging behaviour by:

- Labelling the behaviour not the child, e.g. saying "I don't like it when....." or "it's not okay to....."
- Using non-confrontational language, e.g. "when sand is thrown....." instead of "when YOU throw the sand....."

Where behavioural difficulties continue, parents/carers will be further invited into the setting to talk with the relevant practitioners. By working together home and setting will explore possible underlying causes and share positive strategies to ensure a consistent approach between setting and home. An action plan to be shared by the setting and home will be agreed and reviewed to monitor outcomes.

A minority of children may need additional or different support, beyond that of other children of the same age.

Support for these children, in collaboration with parents/carers may involve setting up an individual Plan (IP) with specific targets related to behaviour. Where appropriate, this stage may include referral to external agencies for additional support/assessment with parents/carers consent.

In the unlikely event that support for SEN does not provide positive outcomes a core-group will be established in liaison with parents/carers under the guidance of the Birth to Five Service.

We recognise that children may pick up speech habits from their parents or an outside influence and may use speech which is inappropriate (for example racial comments or inappropriate language) without realising this to be the case. If this happens the parents must be informed when they collect their child in a discreet manner and the difficulty pointed out. The parent must be requested to work with the child to show the child that the comments the child has made are not acceptable within the setting.

Where the parent refuses to accept that the child has made these comments, or seeks to justify the comments because they are valid, or just "child talk", and that the child "does not really mean it". The practitioners must insist that action is taken to stop the child behaving in this way, and that the justifications or excuses are not acceptable.

The incident must be written down on the child behavior incident form.

If after working with the parents there is little or no improvement of the situation this may lead to the child's place being cancelled.

Unacceptable verbal behavior within this context includes any form of racist comments, verbal bullying and swearing.

Unacceptable physical behaviour will be dealt with in the same way. The main boundaries for behaviour are concerned with safety, care and respect for each other. Inappropriate behavior will be dealt with in the setting the time. Children are expected to respect and follow the behavioural guidelines and philosophies of the setting, and are encouraged to do this in a way which is suitable to their level of understanding. We will encourage co-operative behavior at all times. Under no circumstances will any member of staff physically or verbally harass any child, as it will result in instant dismissal. Positive behaviour will be reinforced and encouraged and each child starts every day with a "clean slate".

Our setting is committed to dealing with negative behaviour in a non-confrontational and constructive manner. Wherever possible, disruptive or challenging behaviour will be tackled collectively between practitioners and children in the setting. Such procedures are outlined in the Behavior Management Policy.

However, there are occasions when such strategies alone will not alter or prevent negative behaviour. In such cases, further action will be necessary, including reviewing a child's place at the setting, on a permanent basis.

### For children not behaving in an acceptable manner we will:

We acknowledge that some children will require additional support to achieve acceptable levels of behaviour. Where we identify a child with these needs, we will work closely with the parents or carers to deal with the inappropriate behaviour in accordance with our Behaviour Management policy. Practitioners should always keep parents/carers informed about behaviour management issues relating to their child and attempt to work with them to tackle the cause of disruptive or unacceptable behaviour.

### Where a child persistently behaves inappropriately, we will implement the following procedure:

- Initial stage - Practitioner will discuss the problem with the child and the reason for it being unacceptable. Up to three verbal requests for a change in behaviour will be made.
- Second stage – Practitioners to discuss and implement an action plan with the Management Team, informing the parents/carers. In the event of a child hurting another child or practitioner an incident report will be completed with full details of incident and further action and support for the child who is displaying the negative behaviour will be documented. The parents will be informed of each incident and asked to sign, these records will be kept on file.
- Third Stage - If no improvements are shown the parents/carers will be invited in to the setting to co-ordinate behaviour with the practitioners involved so that if there are any difficulties, we can work together to ensure consistency between their home and the setting. During the meeting the Management Team will ask parent's permission to seek advice and additional support from outside agencies such as the Early Years Specialist. If parents do not agree to have outside agencies involved and the setting have put in place additional support that is having a positive result this may result in the child's place being terminated. Practitioners will record persistent incidents to establish a pattern of behaviour which may be relevant if the child is involved with outside agencies. If the child receives funding for additional support from outside agencies that is limited for example to 15 hours per week and the setting is unable to provide support outside of these hours to enhance positive learning, the setting is in their right to reduce the child's sessions to the number of hours the child is funded for. If in the event of extreme number of incidents that are considered serious or dangerous where by other children and practitioners are put at risk, we will contact the parents and ask that the child be collected immediately.
- Final stage – If, after the parent's involvement, support from both practitioners, Management Team and outside agencies or one single event is deemed dangerous and serious, and we feel that other children and/or practitioners are potentially at risk, it may be necessary to permanently exclude a child from the setting whereby the child's place at the setting will be terminated. If a child is excluded from the setting, the parents/carers will be given a verbal and written explanation of the issues.

Please note that if a child does cause a serious or dangerous act against either another child or practitioner this will result in going to the final stage straight away where the child's place will be terminated for the safety of the other children and practitioners.

Practitioners must not give corporal punishment to a child in their care, or allow any other person looking after children or living and working on the premises to do so. Physical punishments, or threat of them, are not used.

Adult handling of behaviour is consistent and developmentally appropriate, respecting individual children's level of understanding and maturity (3.52, 3.53, EYFS 2017).

Adults do not use any form of physical intervention, e.g. holding, unless it is necessary to prevent personal injury to the child, other children, an adult or serious damage to property. Any incident is recorded and the parent informed of the incident on the. The responsibility of Behaviour Management within the setting is Lia Ruddlesdin, and in cases of Special Behavioural Needs; Katie Littlewood & Laura Whitehead.

Procedure for dealing with unacceptable behaviour

A copy of this procedure will be found with the Children Health & information Record at the back of this booklet and should be signed by each contracting parent to signify their agreement.

### Biting

Biting is a common behaviour that some young children go through and can be triggered when they do not have the words to communicate their anger, frustration or need.

### Our procedures

The setting uses the following strategies to help prevent biting: Sensory activities, adequate resources and practitioners who recognise when children need more stimulation or quiet times. However, in the event of the child being bitten we use the following procedures. The most relevant staff member(s) will:

- Comfort any child who has been bitten and check for any visual injury. Administer any first aid where necessary. Complete an accident form and inform parents on collection or via email/telephone if deemed necessary. Continue to observe the bitten area for signs of infection. If there are any signs the skin has broken such as weeping or blood then parents will be contacted immediately to seek advice from a Health Care Professional. For confidentiality purposes and possible conflict, we do not disclose the name of the child who has caused the bite to the parents.
- If a child or member of staff sustains a bite wound where the skin has been severely broken urgent medical attention will be sort after the initial first aid has been carried out.
- In cases where a child may repeatedly bite or have specific or additional needs, which lend themselves to increased biting, risk assessments will be carried out.

The procedures we follow whenever a child expresses any negative behaviour (Hitting, lashing out,

throwing toys, excessive tantrums, biting etc) are as follows:

Number of incidents	Procedure
First	Inform parents
Second-Third	Inform parents and complete incident report
Third-Forth	Inform parents, complete incident form, begin monitoring the child to see what triggers the behaviour (looking at a variety of things, including peer interactions, adult's responses). Consider IEP
Continued negative behaviour	Regular meetings with parents, SENCo support, IEP targets, apply, support from Specialist team, apply for enhanced staffing.

### Anti-Bullying Policy

Our setting is committed to providing a caring, friendly and safe environment for all children. Any child in the setting reporting an incident of bullying must not be ignored. Both the setting and Kids Club has a duty to all children to respond promptly and all incidents to be dealt with effectively. Bullying is defined as a persistent physical, verbal or emotional abuse of another child or children. Bullying is about a pre-meditated act, which relies on a stage of cognitive development in order to think the process through, and occurs generally in children five years and over.

### Aims and Objectives

- Bullying is wrong and is damaging to individual people, the setting implements policies and procedures to support this, by developing a setting in which bullying is regarded as unacceptable
- We aim to deliver a safe and secure environment where all children can play and learn without fear or anxiety
- This policy aims to produce a consistent response to any bullying incidents that may occur
- Re-assure the child that they will be listened to and every effort will be made by the staff to help and support them
- We as a setting do not label children as bullies or victims
- Establish facts surrounding the allegations including experiences of the child at home or elsewhere
- Be vigilant to the signs and symptoms of abuse. If practitioners are concerned that safeguarding is the root cause of the behaviour they will refer to the safeguarding policy and procedures
- Recognise that children who bully have often been bullied or are being bullied themselves
- Help a child that has been bullying to recognise and understand the implications of their actions
- Discuss the situation with the parents/carers of the child who has been bullied and offer reassurance that the situation is being dealt with
- Record all relevant details of the alleged bullying on an incident form

### Rough and Tumble play

The pre-school learning alliance has acknowledged and highlighted the need to recognise rough and tumble play as distinct from inappropriate or aggressive behaviour. Television or films, which include superheroes, often influence young children or weapon play and they will mimic this behaviour through play. We endorse the following strategies to manage this kind of play:

- Recognise that this is pro-social play rather than aggressive
- Set boundaries for the games to be set out in
- Use planning opportunities to discuss the concept of 'good' and 'bad'
- Support the play to find alternatives solutions to weapon play, exploring different scenarios.

Studies have shown that activities that take place in the playground show that boys are more involved with physical play that revolves around issues of dominance and status (Maccoby 1998 & Pellegrini 2005). Kyratzi (2000) research showed that boys are adventurous, risk taking and flouting authority outside the friendship group. Though boys show these types of behaviour this is not to be confused with bullying. Rough and Tumble play is an important part of development that shapes their brain to understand and learn how to manage their emotions, thinking, and physical actions at the same time (Insiders Health 2011).

Children attending the setting will be supported to become more assertive and develop their self-esteem. Equipment, resources and activities will be used to promote positive relationships.

The child and parents will be informed that this is being taken seriously and an investigation will be carried out. The bullied child should be assured that it is not their fault. The facts will be established surrounding the allegations ensuring that each of the parties are treated alike and dealt with separately. Parents of both the children, the staff within the area and the children, will be involved in any decision making or action that is taken. As part of our Behaviour Management Policy certain types of behavior are unacceptable and this includes Bullying and it will not be tolerated. The procedure on the Behaviour Management Policy will be followed if an incident of bullying occurs in the setting. Everyone within the setting is responsible in ensuring that bullying does not happen, and if it does occur, then it is their responsibility to inform a member of staff immediately. Suspending or expelling a child from the setting will be the last resort, and marks the seriousness with which an episode of bullying is viewed. Time will be given at the setting to help children become more assertive and develop their self-esteem. Everyone can also get involved in tackling the idea of bullying, through pictures, plays and stories. Our setting

will display a Child-line poster. No strategy will be effective unless all members of the setting, children, practitioners and parents are prepared to talk openly and seriously.



*Last Reviewed Dec 2018, Rebecca Moor*