

# **Behaviour management policy**

## **Statement of intent**

Our setting believes that children flourish best when they are respected and treated as individuals and when their personal, social and emotional needs are met. We will always ensure there are clear and developmentally appropriate expectations for their behaviour.

## **Aim**

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others by encouraging children to :

- Ask politely for and offer things to each other
- To say 'no' politely and accept 'no' from others
- To use assertive skills to achieve their goals.

We aim to work with the children to enable them to develop self-discipline and self-esteem in a safe environment of mutual respect and encouragement. We promote positive behaviour and have developed strategies for dealing with unwanted behaviour. We work closely with parents to support children who may be demonstrating unwanted behaviour, sharing strategies and providing additional one-to-one time for the child if they are in need of extra emotional support.

To promote positive behaviour we have implemented the following.

- We have developed some simple rules for the setting. These are explained to everyone in the setting. We involve the children in helping to agree rules wherever possible.
- All adults in the setting ensure that the rules are applied consistently, so that children have the security of knowing what to expect and learning right from wrong.
- All staff try to provide a positive role model for the children with regard to friendliness, care and courtesy. Modelling polite manners such as saying "please" and "thank you".
- Staff in the setting praise and encourage desirable behaviour such as kindness, turn taking and willingness to share.
- We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.

When children behave in undesirable ways we will follow the procedure outlined below.

- Children who misbehave will be given one-to-one adult support in talking about what was wrong and why and how to behave more appropriately. Where appropriate this might be achieved by a period of "time out" with an adult.
- In cases of serious misbehaviour, such as racial, bullying or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame. Parents will be informed.
- In any case of misbehaviour it will always be made clear to the child or children concerned that it is the behaviour and not the child that is unwelcome.

- Staff will not shout or raise their voices in a threatening way.
- Physical punishment, such as smacking or shaking, will NOT be used or threatened. Such behaviour from any member of staff in the setting would be classed as gross misconduct, which could lead to instant dismissal.
- Children will never be sent out of the room by themselves.
- Techniques intended to single out and humiliate individual children such as a “naughty chair” will not be used.
- Staff will make themselves aware of and respect a range of cultural expectations regarding interactions between people.

Staff will be aware that some kinds of behaviour may arise from a child's additional needs. They will work with the SENCO to develop strategies to support the individual child's behaviour.

Physical intervention including restraint may be used to prevent personal injury or serious damage to property.

### **Biting**

Biting is a common stage of development that some children may experience, due to teething, language delay, communication difficulties or frustration.

We ensure that young children experiencing this stage of development are shadowed at all times, to ensure that injuries to other children, are kept to a minimum.

We ensure that parents are informed if their child has bitten or been bitten. All incidents are recorded and logged. (Please see separate policy for more details).

### **Rough and tumble play and fantasy aggression**

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 inconsiderate at times and may need addressing using strategies as above.

- 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.
- We 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.