



Behaviour Management Policy

At St Paul's Preschool we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect.

We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, and consider the welfare and wellbeing of others.

The Behaviour Management Coordinator at St Paul's Preschool is Debbie Kasitz.

It is our responsibility to:

- Ensure that a copy of this policy and procedures is given to all staff, including students and volunteers, and others working with the children at St Paul's Preschool
- Share the procedures for behaviour management with parents at induction.
- Ensure that all staff have training in behaviour management. (This could be in house)
- Ensure that all staff, including students and volunteers, do not use any form of physical punishment.
- Ensure that all staff, including students and volunteers, do not use any form of physical intervention, unless this is necessary to prevent children from causing harm to themselves, to others or serious damage to property. All such incidents are recorded and reported to parents on the same day.
- Ensure that all staff, including students and volunteers, are made aware of the national guidelines relating to any form of physical intervention or restraint in educational settings, and follow these guidelines.
- Ensure that all staff, including students and volunteers, when responding to unacceptable behaviour, do not humiliate children, segregate them or deprive them of food, warmth or comfort.
- Specifically identify behaviour that is unacceptable within the Preschool such as bullying, harassment or name-calling for staff, parents and children.
- Arrange appropriate use of staff to support young children in developing relationships with other children and resolving conflict successfully.
- Actively promote high expectations of children's behaviour within the setting.

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Our practice

- We organise the indoor learning environment so that it has a positive impact on behaviour in terms of space, access and choice of activities.
- Adults model desirable behaviour.
- We take a positive and consistent approach towards managing children's behaviour.
- We handle issues of behaviour in ways appropriate to the child's stage of development and level of understanding.
- We use a Traffic Light system. All children are on Green to Go, if they show signs of negative behaviour the child is shown an Orange Card, followed by a Red Card. If the child is still behaving inappropriately 'time away' from the immediate situation will be used with support or comforting. As a general rule if a child is 2 years old they will be on time away for 2 minutes, 3 years old 3 minutes, 4 years old 4 minutes. Prior to time away staff will endeavour to distract the child with other activities.
- We encourage appropriate behaviour in all interactions with children and staff and show that good behaviour is valued.
- We encourage children to be aware of the Preschool routines, procedures and reward chart system.
- We establish clear expectations and boundaries for behaviour, appropriate to the children's level of understanding.
- We record all significant incidents relating to behaviour.
- We identify and implement strategies that encourage positive behaviour.
- We deal with negative behaviour at the earliest opportunity.

Bullying

- Bullying involves the persistent physical or verbal abuse of another child or children. We take bullying very seriously.
- 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.

Encouraging positive behaviour

- We use praise specifically related to the children's actions or behaviours.
- If appropriate, we refocus the child's attention on another activity.
- We focus on activities and routines to encourage: Sharing, negotiation and co-operation.
- We encourage responsibility in caring for others and the environment by having special helpers during the session. We encourage positive behaviour through play and learning activities such as

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circle time, stories, role-play and puppets. We model appropriate behaviours in different contexts.

- We involve parents in establishing rules for appropriate behaviour.

We demonstrate that the child is still valued even if his/her behaviour is unacceptable.

- We discuss with children that which is acceptable behaviour in all areas of learning and experiences.
- We encourage the children to express openly their feelings/likes and dislikes.
- We help the children to understand the consequences and effects of their behaviour on others.
- We help the children to develop assertive strategies to challenge bullying.
- We support the children to resolve conflicts with other children.
- We help to support children's self-esteem by enabling them to be successful in play experiences and activities.

Positive Handling

We aim to help children take responsibility for their own behaviour. This can be done through a combination of approaches which include:

- Positive role modelling
- Planning a range of interesting and challenging activities
- Setting and enforcing appropriate boundaries and expectations
- Providing positive feedback

However, there are very occasional times when a child's behaviour presents particular challenges that may require physical handling.

Definitions

There are three main types of physical handling.

1. Positive Handling - The positive use of touch is a normal part of human interaction. Touch might be appropriate in a range of situations

- Giving guidance to children (such as how to hold a paintbrush or when climbing)
- Providing emotional support (such as placing an arm around a distressed child)
- Physical care (such as first aid or toileting)

We exercise appropriate care when using touch.

2. Physical intervention - Physical intervention can include mechanical and environmental means such as high chairs, stair gates or locked doors. These may be appropriate ways of ensuring a child's safety.

3. Restrictive physical intervention - This is when we need to use physical force intentionally to restrict a child's movement against his or her will. In most cases this will be through the use of the adult's body rather than mechanical or environmental methods.

This policy is based on national guidance.

Principles for the use of restrictive physical intervention

Restrictive physical handling will be used in the context of positive behaviour management approaches.

We will only use restrictive physical intervention in extreme circumstances. It is not the preferred way of managing children's behaviour and will only be used in the context of a well-established and well implemented positive framework. This positive framework is described in more detail in our behaviour management policy.

We will do all we can in order to avoid using restrictive physical intervention.

Restrictive physical intervention will only be used when we believe its use is in the child's best interest: their needs are paramount.

When children are in danger of hurting themselves, others or of causing significant damage, we have a responsibility to intervene.

When restrictive physical intervention is used, it is used within the principle of reasonable minimal force in proportion to the circumstances. We will use as little restrictive force as necessary in order to maintain safety. We will use this for as short a period as possible.

When can restrictive physical intervention be used?

Restrictive physical intervention can be justified when:

- A child is injuring themselves or others

We might use restrictive physical intervention if a child is trying to leave the preschool or out on a trip and it is judged that the child would be at risk.

The aim in using restrictive physical intervention is to restore safety, both for the child and those around him or her.

Recording and reporting

We will record and share with parents any use of restrictive physical intervention within 24 hours of the incident.

Monitoring

Monitoring the use of restrictive physical intervention will help identify trends and therefore help develop our ability to meet the needs of children without using restrictive physical intervention. This will be done through keeping records and ongoing discussions.

We will also seek support from our Behaviour Management Coordinator and SENCO where appropriate.

Complaints:

Where anyone (child, parent, guardian) has a concern, this should be dealt with through the setting's usual complaints procedure.

Approval by the Management Committee:	
Signed:	
Chair:	
Date:	
The next review by the Management Committee will be:	

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