



## Behaviour Management Policy

At Ribbons we believe that children flourish best when they know how they and others are expected to behave. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. The preschool encourages and praises positive, caring and polite behaviour at all times and provides an environment where children learn to respect themselves, other people and their surroundings.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the preschool we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both in their own environment and those around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

We aim to:

- Recognise the individuality of all our children and that some behaviours are normal in young children e.g. biting
- Encourage self-discipline, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all staff act as positive role models for children
- Encourage parents and other visitors to be positive role models and challenge any poor behaviour shown
- Work in partnership with parents by communicating openly
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
- Promote non-violence and encourage children to deal with conflict peacefully
- Provide a key worker system enabling staff to build a strong and positive relationship with children and their families
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate
- Have a named person who has overall responsibility for behaviour management.

### Establishing Rules and Reasonable Consequences

Rules affecting both children and adults will be explained and discussed with all newcomers to the preschool. All rules will be enforced and followed by both children and adults in the preschool. These rules will be tailored to fit each child's age and be developmentally appropriate for their stage of learning. Where a child has an additional learning needs, modifications will be made and an Individual Behaviour Plan will be put in place if necessary. Please see our ALN policy on our website for further information.

## **Reasonable Consequences**

Any consequences will be tailored to fit the individual child's level of understanding and maturity.

Physical punishments or the threat of them, such as smacking or shaking, will never be used.

Physical intervention, such as holding, will only be used if necessary. All members of staff are aware of the regulations regarding the use of force by care providers, as set out in DFEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff intervene physically only to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

If such behaviour results in an injury or damaged property the incident will be recorded in the Incident Book and also reported to the parents/carers.

Staff members should use a stern voice but do not shout or yell at the children and children will never be sent out of the room by themselves.

Where appropriate, 'time-out' might be used to encourage an improved behaviour pattern. 'Time Out' will involve the child/children being removed from the activity they are involved in and asked to sit out in order to calm down. (A thinking chair or a settle spot may be used.) This will give the child time to calm down and process the situation before they are spoken to and are able to understand what they did wrong. The period of time used for 'Time Out' will be one minute for their age, e.g. age three equals three minutes.

Ribbons policy is that time-out is only to be used in an instance when one child has been unkind to another. However, if there is a child that is experiencing particularly disruptive behaviour we will consult with the parent/ carer about whether or not to use time out as a consequence.

In any case of misbehaviour, it will always be made clear that it is the behaviour that is unacceptable, not the child. It is important to note that any behaviour strategies will be adapted for a child's particular needs and their stage of development.

Ongoing behaviour problems will be discussed with parents/carers. Structured observations will be recorded by a member of staff and discussed in a staff: parent/carer consultation. An Individual Behaviour Plan (IBP) may be devised with the designated member of staff responsible for behaviour management. Outside agencies may be consulted with parental permission. If the problem persists the Preschool reserves the right to a temporary suspension or termination of the child's attendance. Adults will be aware that some kinds of behaviour may arise from a child's special needs.

## **Bullying**

Staff recognise that on occasion children may be the victim or perpetrator of bullying. Staff should ensure that comfort is provided to the victim of bullying. The child's parents should be informed and offered support, ensuring anonymity of children involved. Staff should sensitively manage a child who is bullying and acknowledge the child's stage of development/ understanding whilst ensuring the inappropriateness of the behaviour/actions are made clear. Staff should inform parents, maintaining confidentiality and offering support.

## **Biting**

Biting is a common behaviour that some young children use to help them make sense of the world around them, and to manage interactions with others. It can be triggered when they do not yet have the words to communicate their anger, frustration or need. It can also be used to fulfil an oral

stimulation need, such as during periods of teething, or developmental exploration. At times biting can be due to a Special Educational Need and/or Disability.

### **Our procedures**

The preschool uses the following strategies to help prevent biting including individual one to one and small group times so that each child is receiving positive attention, areas for children who are feeling overwhelmed to go to including stories to talk about emotions. We also support social and emotional development by providing activities and stories that help children to recognise feelings and empathise with characters and events

For children who have oral stimulation needs, resources will be provided to fulfil this requirement including sensory activities such as, biting rings.

Staff will be vigilant to identify when children need more stimulation or quiet times.

Adequate resources will be provided and when possible more than one to minimise conflicts.

At Ribbons every child is treated as an individual and we work with families to support all children's individual needs. With this in mind, it will be necessary to implement different strategies depending on the needs of the child carrying out the biting.

However, in the event of a 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 the parents via telephone if deemed appropriate. Continue to observe the bitten area for signs of infection. For confidentiality purposes and possible conflict we do not disclose the name of the child who has caused the bite to the parents
- Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the child who has been bitten sad. The child will be asked to say sorry if developmentally appropriate or helped to develop their empathy skills by giving the child who has been bitten a favourite book or comforter
- Complete an incident form to share with the parents at the end of the child's session
- If a child continues to bite, carry out observations to try to distinguish a cause, e.g. tiredness or frustration
- Arrange for a meeting with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault
- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who had been bitten
- If a child or member of staff sustains a bite wound where the skin has been severely broken arrange for urgent medical attention after initial first aid has been carried out.

In cases where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, e.g. in some cases of autism where a child doesn't have the communication skills, the preschool manager will carry out a risk assessment and may recommend immunisation with hepatitis B vaccine for all staff and children.

### **Staff training**

The designated person for behaviour management should update their training regularly and inform the preschool team of any developments.

### **The role of parents**

The preschool works collaboratively with parents, so children receive consistent messages about how to behave at home and at preschool. We expect parents to support their child's learning, and to co-operate with the preschool. We try to build a supportive dialogue between the home and the preschool, and we inform parents immediately if we have concerns about their child's welfare or behaviour. This policy will be kept under active review and CIW informed of any changes in line with NMS 9.2. Kate Watkins is Behaviour Management Coordinator at preschool.

## **Behaviour Management Strategies**

### **Rewards in the form of stickers**

Stickers can be an excellent tool in promoting positive behaviour. At Ribbons we will use this strategy during group activities, enhanced provision, daily routines and other appropriate times when a child displays positive behaviour and good role modelling for the other children. All staff will be encouraged to use stickers as a reward system.

- Using rewards adds to a child's excitement and helps build towards a sense of achievement
- Make it clear what you are offering a reward for, give the child a target to work towards.
- Join in with the celebration by using lots of praise and changing your tone of voice to celebrate the occasion
- Add mystery to the request..."I wonder who is going to get a sticker for..."
- Remember those children that consistently exemplify positive behaviour.

### **Positive reinforcement**

Positive reinforcement can be another successful tool in promoting positive behaviour. At Ribbons we ensure that all our staff members have a positive attitude when speaking to and working with the children ensuring that the children's sense of wellbeing is nurtured and that the preschool is a safe, warm and happy place for them to attend. It is important that the children feel confident in the preschool and understand that their self-worth is recognised by all.

- Choice of activities.
- Compliments and recognition.
- Public praise and positive notes to parents.
- Pats on the back, smiles, hand-shakes and high-fives.
- Being the adults helper or choice of leader in group activities.
- Placing work in a place of honour for display.

### **Clear and consistent boundaries**

At Ribbons it is important that the children understand what is expected of them and their behaviour. In order to achieve this it is important that they receive consistent and clear approaches and are involved in the creation and reasoning behind the rules that are set for them.

- Make all of the children aware and involve them in the preschool rules
- Show sincerity in creating the rules and discuss the consequences of violating the rules
- Be consistent and fair

- Ignoring the children violating the rules says to them that they are not meaningful. It will give cause for them to consider the authenticity of all of the preschool rules and expectation.
- Be clear concerning what is acceptable behaviour
- Make the rules meaningful and sustainable.

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Signed on behalf of the preschool: K.Watkins-Freeman

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