

1.2b St Gregorys Childcare Trust Behaviour Management Procedure Pre-school and Nursery

Our Childcare Trust recognises the importance of positive and effective behaviour management strategies in promoting children's welfare, learning and enjoyment.

PRE-SCHOOL AND NURSERY RULES

- Respect one another at all times
- Tidy up their own things and help others to do the same.
- Share
- walk indoors
- Always do as they are asked by an adult who works within the Trust

Behaviour Management Strategies

The Trust, the Manager and the staff team will manage behaviour according to clear, consistent and positive strategies. Parents/carers are encouraged to contribute to these strategies, raising any concerns or suggestions.

Behaviour management in the Trust will be structured around the following principles:

1. Staff and children will work together to establish a clear set of ground rules governing all behaviour in the Trust. These will be periodically reviewed so that new children have a say in how the rules of the Trust operate.
2. The Trust's ground rules will apply equally to all children and staff.
3. Positive behaviour will be reinforced with praise and encouragement.
4. Negative behaviour will be challenged in a calm but assertive manner. In the first instance, staff will try to re-direct children's energies by offering them alternative and positive options. Staff will be open in stating and explaining nonnegotiable issues.
5. Staff must always comfort the child who is hurt or upset before dealing with the behaviour causing the problem
6. When dealing with negative behaviour, staff will always communicate in a clear, calm and positive manner.
7. Staff will make every effort to set a positive example to children by behaving in a friendly and tolerant manner themselves, promoting an atmosphere where children and adults respect and value one another.
8. Staff will avoid shouting at work.
9. Staff will facilitate regular and open discussions with children about their behaviour. This will help them to understand the negative aspects of their behaviour and enable them to have their say and be helped to think through the causes and effects of their actions.

10. Staff will examine with the child strategies to avoid the situation and encourage the child to think of alternative behaviour.

11. Staff will work as a team by discussing incidents and resolving to act collectively and consistently.

12. If necessary, the management will discuss concerns with parents/carers at the earliest possible opportunity in an attempt to help identify the causes of negative behaviour and share strategies for dealing with it.

13. Children who experience bullying, racism or other unacceptable behaviour will be given the confidence to speak out

14. Staff will encourage and facilitate mediation between children to try to resolve conflicts by discussion and negotiation.

16. Activities will be varied, well planned and structured, so that children are not easily bored or distracted.

When confronted with behaviours, staff will clearly distinguish between rough and tumble play, fantasy aggression, disengaged, disruptive and unacceptable behaviour.

Rough and tumble play - our procedure has been updated to provide additional focus on these kinds of inconsiderate behaviours. 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 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.

Dealing with Negative Behaviour

When confronted with negative behaviour, staff will clearly distinguish between 'disengaged', 'disruptive' and 'unacceptable' behaviour.

'Disengaged' behaviour may indicate that a child is bored, unsettled or unhappy. With sensitive interventions, staff will often be able to re-engage a child in purposeful activity.

'Disruptive' behaviour describes a child whose behaviour prevents other children from enjoying themselves. Staff will collectively discuss incidents and agree on the best way to deal with them.

'Unacceptable' behaviour refers to nonnegotiable actions and may include discriminatory remarks, violence, bullying or destruction of equipment. Staff will be clear that consequences will follow from such behaviour, including in the first instance, temporarily removing a child from the activity session.

When an incidence of negative behaviour occurs, staff will listen to the child or children concerned and hear their reasons for their actions. Staff will then explain to the child or children what was negative about their behaviour and that such actions have consequences for both themselves and for other people.

Staff will make every attempt to ensure that children understand what is being said to them. Children will always be given the opportunity to make amends for their behaviour and, unless it is judged inappropriate, be able to rejoin the activity.

In the event that unacceptable behaviour persists, a meeting would be arranged with the SENCO, the parents and the keyworker and an individual educational plan would be put into place.

The Use of Physical Interventions

Staff will use physical interventions only as a last resort and only then if they have reasonable grounds for believing that immediate action is necessary to prevent a child from significantly injuring themselves or others or to prevent serious damage to property.

Before reaching this stage, staff will have used all possible non-physical actions, such as dialogue and diversion, to deal with the behaviour. The child or children concerned will be warned verbally that physical intervention will be used if they do not stop.

A dialogue will be maintained with the child or children at all times, so that the member of staff can explain what they are doing and why they are doing it. Staff will make every effort to avoid the use of physical interventions if they are alone with the child or children.

Only the minimum force necessary to prevent injury or damage should be applied. For example, by diverting a child or children by leading them away by a hand or by an arm around their shoulders.

Staff will use physical intervention as an act of care and control and never punishment. Physical interventions will not be used purely to force a child to do what they have been told and when there is no immediate risk to people or property.

As soon as it is safe, the physical intervention should be gradually relaxed to allow the child or children to regain self-control.

The force of the physical intervention will be always appropriate to the age, size and strength of the child or children involved.

If staff are not confident about their ability to contain a particular situation or type of behaviour, consideration will be given to calling the Manager or, in extreme cases, the police.

Where a member of staff has had to intervene physically to restrain a child, the Manager will be notified and the incident recorded in the Incident Record Book. The incident will be

discussed with the parent/carer at the earliest possible opportunity.

If a staff member commits any act of violence or abuse towards a child at the Trust, serious disciplinary action will be implemented, according to the provisions of the Staff Disciplinary Procedures Policy.