

HEADSTART PRE-SCHOOL
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Headstart Pre-School **Behaviour Management Policy**

“Where young minds grow, Independence is nurtured and inspired lives begin”.

Including:

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1. Aims

At Headstart we recognise the importance of positive and effective behaviour management strategies in promoting children's welfare, learning and enjoyment. We believe that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly treated by anyone else.

2. Safer Working Practice

As taken from: “Guidance for safer working practice for those working with children and young people in education settings – 2015”.

“Staff are accountable for the way in which they: exercise authority; manage risk; use resources; and safeguard children. All staff have a responsibility to keep pupils safe and to protect them from abuse (sexual, physical and emotional), neglect and safeguarding concerns. Pupils have a right to be safe and to be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure their safety and well-being. Failure to do so may be regarded as professional misconduct. The safeguarding culture of a school is, in part, exercised through the development of respectful, caring and professional relationships between adults and pupils and behaviour by the adult that demonstrates integrity, maturity and good judgement. The public, local authorities, employers and parents/carers will have expectations about the nature of professional involvement in the lives of children. When individuals accept a role working in an education setting they should understand and acknowledge the responsibilities and trust involved in that role. Employers have duties towards their employees and others under Health and Safety legislation which requires them to take steps to

provide a safe working environment for staff. Legislation also imposes a duty on employees to take care of themselves and anyone else who may be affected by their actions or failings. An employer's Health and Safety duties and the adults' responsibilities towards children should not conflict. Safe practice can be demonstrated through the use and implementation of these guidelines."

Headstart aims to:

- Provide an environment in which there is acceptable behaviour and where children learn to respect themselves, others and their environment.
- Ensure all children develop a sense of caring and respect for each other.
- Support children to build caring and cooperative relationships with each other and the adults.
- Support all children to develop confidence, self-discipline and self-esteem in an atmosphere of mutual respect.
- Promote British values and encourage children to be: tolerant and respectful, follow rules and boundaries, offer choices and listen to others opinions and know I have choices in how I do things.

3. Staff Responsibilities

Mrs E.Lunt is the named responsible person for issues concerning behaviour. She has accessed behaviour management training provided by the local Authority.

Headstart requires the named person to:

- Keep her/himself up to date with current legislation and research.
- Access sources of expertise on handling children's behaviour, accessed through local LEA.
- Continue to support and advise all staff on behaviour issues.
- Update this policy as appropriate.

Headstart requires all staff, volunteers and students to:

- Provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy, promoting an atmosphere where children and adults respect and value one another.
- Follow the strategies included in this policy.

4. Behaviour Management

Behaviour management at Headstart is structured around the following principles:

- Staff and children will work together to establish a clear set of rules – a positive reinforcement rule will be made i.e. what we want children to do not what we don't want them to do.
- These will be reviewed regularly so that all children can input into these and will be displayed in the environment.
- All staff, volunteers and students will use positive strategies for handling conflict by helping children find solutions in ways which are appropriate for the children's age and stage of development i.e. distraction, sand timers, verbal praise, visual timetables, now and next boards etc to promote

understanding at each child's level. The SENCo will support r.e.- the ELKLAN blank levels of understanding.

- All staff, volunteers and students will praise and endorse desirable behaviour such as; kindness and willingness to share.
- Situations in which children receive adult attention only in return for undesirable behaviour will be avoided.
- All staff, volunteers and students will recognise that codes for interacting with others may vary between cultures and require staff to be aware of - and respect - those used by members of the pre-school.
- Staff will use the 'behaviour chart' to re-enforce positive behaviours – stickers will be given throughout the day for positive actions of children. Once four stickers are received children may gain a prize from the prize box.
- Never use any physical punishment, such as smacking or shaking. Children are also never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We only use physical contact, to prevent physical injury to children (including injury to themselves or others). Details of such events are brought to the attention of the nursery manager and behaviour lead and are recorded on our "log of Physical Interventions sheet" (Appendix 1). . The parent/carer will be informed on the same day and they will sign the form (safeguarding and Welfare requirement 3.53/3).
- Work in partnership with children's parents. Parents are informed about their child's behaviour. We work with parents to address recurring unacceptable behaviour and create a support plan to be used in the setting and at home.
- Work with parents/carers to ensure a consistent approach is gained.
- Continue to foster the Characteristics of effective learning to support all children's engagement, motivation and thinking.
- Staff will be deployed effectively to ensure that there is opportunities for staff to 'float' leaving them available should a child's behaviour deteriorate.
- The bells and visual cards will be used to show all children that there will soon be a change in routine. Visual flash cards will be used to re-enforce verbal communication at every opportunity.
- If a practitioner observes a child becoming tired, distressed, frustrated or angry the practitioner will play alongside the child to support them in their play, display positive behaviours and modelling the correct words to use i.e. please may I have a turn? They may also give the child two options i.e. "would you like to Or ..."
- The practitioner may at times distract the child with a new activity or encourage them to: rest, have a snack or play elsewhere.
- Create a supportive environment, where relationships are positive, and expectations of behaviour are clear.

When dealing with negative behaviour staff will:

- Be clear to distinguish between 'disengaged', 'disruptive' and 'unacceptable' behaviour:

- Disengaged behaviour may indicate that a child may be bored, unsettled or unhappy. With sensitive interventions, staff will often be able to re engage a child purposefully.
- Disruptive behaviour describes a child whose behaviour prevents other children from enjoying themselves. Staff will collectively discuss incidents and agree consistently on the best way to deal with it.
- Unacceptable behaviour refers to non negotiable actions and may include inappropriate remarks, violence, bullying or destruction of equipment. Children are supported by their key person to think about the consequences of their behaviour. An adult may play alongside the child for a short while in order to model, encourage and acknowledge appropriate behaviour. In the event that unacceptable behaviour persists after all of the internal support has been put into place the setting will arrange a meeting with the parents/carers to discuss the Child's Support Plan and may gain consent to liaise with the Local Authority Inclusion Team (EYINC3).

In the event of a child displaying challenging or poor behaviour which may cause risk to others, **Practitioners will:**

- Get down to the child's level and clearly say 'stop, finished' showing them clear hand gestures.

The adult will then either:

- Create a 'block' between the child and others (in the event that the child is attempting to hurt others).
- Remove all other children from the scenario (and room if necessary). Depending on the severity of the situation.
- Remove a particular toy / object from the child (as appropriate).

Practitioners should:

- Act accordingly to each individual child and scenario – and take account of the Child's individual needs.
- Provide lots of positive attention to other children around them to encourage good behaviour. i.e. fantastic sitting.
- May ask the child (if developmentally appropriate) to 'action' the word 'sorry' i.e. pick up the bike they have pushed over / get a tissue for their friend that they have made upset.
- Practitioners will model positive behaviours at every opportunity.
- Will not give un-necessary positive or negative attention to the child.
- Record each incident/ accident or physical intervention on the appropriate forms and inform parents, asking for a signature.
- Where appropriate invite parents/ guardians into the setting to create a support plan for their behaviour.
- Where appropriate gain consent from the parent/ guardian to complete an EYInc 3 form to request support from the local authority.
- Support the child and parent continually ensuring a consistent approach is used.

5. Bullying

Bullying causes real distress. It can affect a person's health and development and, at the extreme, can cause significant harm to all children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse. Everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying.

Bullying includes a range of abusive behaviour that is repeated to intended to hurt someone either physically or emotionally. This may include:

- Physical – pushing, kicking, hitting, pinching and other forms of violence or threats.
- Verbal – name calling, sarcasm, spreading rumours, persistent teasing
- Emotional – excluding, tormenting, ridicule or humiliation
- Racist – Racial taunts, graffiti or gestures
- Social – unwanted physical contact or abusive comments
- Homophobic – any hostile or offensive action against lesbian, gay males or bisexuals or those perceived to be these above.

All of the above forms of bullying cannot just be delivered on a personal, face-to-face basis, but also by using existing and new technology, known as cyber bullying. We can sum up bullying as actions taken by one or more people with the deliberate intention of hurting another person (in any of the above ways). This policy is designed to support and be in line with Headstarts behaviour and equal opportunities policies.

Bullying is about a pre-meditated act, which relies on a stage of cognitive development in order to think the process through.

- Bullying is wrong and is damaging to individual people. Headstart proactively implements policies and procedures to prevent this, by developing a nursery 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.
- Produce a consistent response to any bullying incidents that may occur.
- We aim to make all those connected with Headstart aware of our opposition to bullying and staff have a responsibility to eradicate bullying in our setting.
- We do not tolerate any kind of bullying as stated above on any grounds whatsoever, and support all parties involved to gain a full understanding of our ethos.

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 their 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 alternative solutions to weapon play, exploring different scenarios.

Hurtful Behaviour

Very young children are 'egocentric' which means that they put their own feelings before others, and even the most considerate child will have the occasional outburst due to frustration, anger or over exuberance. We acknowledge that this is a developmental area that needs to be nurtured and supported and that very young children do not intentionally wish to cause hurt. If hurtful comments are made, our strategies are:

- To recognise that very young children are not always able to manage their own feelings and deliver them appropriately.
- Recognise that Children with communication difficulties may display unwanted behaviours more frequently.
- Assist in this management to support their biological and cognitive development.
- Offer support to both parties and to discuss the issues through play, story times and circle time activities.

The Role of the Manager - Bullying

- It is the responsibility of the manager to implement Headstart's anti-bullying strategy and to ensure that all staff (paid/unpaid) are aware of the policy and know how to deal with incidents of bullying.
- The manger ensures that all children begin to learn that bullying is wrong and that it is unacceptable behaviour in the setting. The manager draws the attention of everyone to this fact through staff meetings and monitoring that this is being implemented on a regular basis.
- The manager ensures that all staff are in receipt of sufficient training to be equipped to deal with any incidents of bullying.
- The manager sets Headstart's climate of mutual support and praise for successes, so making bullying less likely. When people feel they are important and belong to a friendly and welcoming setting, bullying is far less likely to occur.

The Role of Staff - Bullying

- Staff at Headstart take all forms of bullying seriously and intervene to prevent incidents from taking place. A record is kept of all incidents of bullying that happen in the setting and these are shared with the manager.

- Staff explain to the child why his/her behaviour is inappropriate once the child is calm. They help children to think of other ways to communicate.
- If staff witnesses an act of bullying they will do all they can to support the person or persons who are being bullied. If a child is being bullied over a period of time, then, after consultation with the manager, the key worker informs the child's parent.
- For all incidents of bullying behaviour management form should be completed. We record all incidents of bullying that occur within Headstart.
- If practitioners become aware of any bullying taking place between members of a group, we deal with the situation immediately. This will involve supporting all parties to understand that this is not acceptable to be bullied, to be the recipient of bullying, and that the Headstart will deal with the situation very seriously. If the patterns of bullying repeat the child's parents should be asked to meet with the manager.
 - Staff help the child to say sorry for his/her actions (If developmentally appropriate). By auctioning their words – drawing a card, getting a tissue.
 - We make sure all children receive praise when they display acceptable behaviour.
 - Staff do not label children who hurt each other.

The Role of Parents - Bullying

- Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the nursery manager immediately.
- Parents have a responsibility to support the nursery's anti bullying policy and actively encourage their child to be a positive member of the nursery.
- Parents are expected to help develop their child's social skills at all times, in support of the nursery ethos.

Serious Cases of Bullying

Some types of bullying are illegal and should be reported to the police. This includes bullying that involves:

- Harassment and intimidation over a period of time, Including calling someone names or threatening them, making abusive phone calls and sending abusive emails or texts.
- Anything involving hate crimes.

6. What is Physical Intervention?

When a child's movements are restricted against his or her will.

The difference between positive handling and Physical Intervention:

The positive use of touch is a normal part of interaction and is appropriate in a range of different situations. For young children, examples of these could include providing the child with emotional support Helping the child with personal care

needs To give guidance in tasks physical intervention is not the same as positive handling. Physical intervention occurs when a practitioner uses physical force to restrict a child's movements against their will. Any physical intervention used should be a supportive act of care and control not a punitive action by the adult. When would we need to restrict a child's movements. Part of our roles as nursery practitioners is to keep children in our care safe. If a child is behaving in a way that could cause them to hurt themselves, or someone else, we have to try and prevent this from happening. The statutory Framework for the Early Years Foundation Stage (EYFS) sets out the specific legal requirements in relation to EYFS and provides the following guidance: 'Physical Intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances'

Examples of what this behaviour might look like:

- A child attacks a member of staff or another child.
- Children are fighting, causing risk or injury to themselves or others.
- A child is committing, or on the verge of committing, deliberate damage to property.
- A child is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects.
- A child absconds from or tries to leave the setting, other than at an authorised time, and you believe that this may result in injury, damage or disorder.
- A child is behaving in a way that seriously disrupts a session.

There is a statutory power that applies to all members of Headstart staff, or to any other person whom the manager Mrs A. Davies has authorised to have charge of children. It does not matter if staff have not received any formal training in physical intervention. If necessary they are permitted to use reasonable force to manage a difficult situation. When using physical intervention practitioners should: Aim for:

- Side by side contact between themselves and the child
- Leave no gap between the adult and the child's body
- Keep their backs as straight as possible
- Avoid holding the child at joints to avoid pain and damage
- Avoid lifting the child
- Not restrict the child's ability to breathe

7. What is reasonable force?

When physically intervening, the amount of force used should be appropriate to the situation. For example, if a child is about to run in front of a car, and the only thing you can do is pull their arm to prevent them from being knocked over, this force is reasonable. However the same amount of force would not be reasonable if a member of staff was trying to persuade a child to pick up a pen. Recording of Physical Intervention and informing Parents a written record of any incident involving the use of physical restraint should be made as soon as possible after the incident, and parents will be informed of the incident on the same day. Witnesses or any staff involved in providing additional support should also add signed and dated notes giving details of the incident. These records will be kept in a

confidential incidents file in the office. Parents and carers must always be informed of incidents involving physical intervention.

8. Temporary Suspensions

Temporary suspension will be applied in the following situations:

- Where three formal warnings (written incident/ physical intervention forms) have been given within 1 week.
- In the event of an extremely serious or dangerous incident we will suspend a child with immediate effect. This is when Headstart feels that all other behaviour management strategies have failed or that children or staff are at risk of harm. We will contact the parents/ guardians and ask them to collect their child immediately. Immediate suspensions will only be issued with the agreement of the Manager Mrs A.Davies or Deputy Mrs E.Lunt.

Headstart may temporarily suspend the child for a period of up to 10 days. If Headstart decides to carry out this step we will invite parents// guardians into the setting for a formal meeting to discuss our concerns and next steps together to create and promote a more desirable pattern of behaviour.

9. Permanent Exclusion

In exceptional circumstances, and only when all other attempts at behaviour management have failed, it may be necessary to permanently exclude a child from the setting. If a child is excluded from Headstart their parents/ guardians will be given a verbal and written explanation of the issues and subsequent actions. The parent/ guardian has the right to appeal to the management team against the exclusion within 14 days of receiving the notification.

Please see Headstart's complaints policy for further information.

Print Name	Role	Date	Signature

Date reviewed:
By:

Date reviewed:
By:

Date reviewed:
By:

Date reviewed:
By:

Date reviewed:
By:

Date reviewed:
By: