

Managing Behaviour Policy & Procedures

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Version Control

Number	Summary of Change	Date Implemented
1.0	Minor updates and typos - separation into individual policy docs.	30/09/16
1.1	Minor updates during annual review.	25/07/2017

Signed:

Dated:

Managing Behaviour Policy & Procedures

Promoting Positive Behaviour Procedure

1. We will manage children's behaviour in a way which is appropriate for their age and/or stage of development.
2. We will never give corporal punishment to a child and take all reasonable steps to ensure any person employed by, or volunteering in the setting, abides by this. We will never threaten corporal punishment, and will not use or threaten any punishment which adversely affect a child's well-being.
3. Any person will not be taken to have used corporal punishment (and therefore committed an offence) where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. Records will be kept of any physical intervention used (see 'Physical Intervention Guidelines' P.6).
4. We believe children who acquire the ability to be disciplined learn to balance their needs with those of others, feel good about themselves and become increasingly independent. To achieve this, the designated staff members with overall responsibility for behaviour management are Claire Trimnell and Caryn Groom.
5. Pre-school rules are concerned with safety, care and respect for each other and property. Children will be discouraged from physically hurting another child or an adult, or to engage in verbal or mental abuse.
6. If a child needs 'time out' from activities or others because of unacceptable behaviour (i.e. biting or pushing) they will be removed from that area but remain within the room; eye contact will be avoided. If there is a victim, then extra attention will be paid to that child. 'Time out' will be indicated by the use of the egg timer and when the sand runs out the time out is finished.
7. The child will also be asked to see if the person they upset is all right and encouraged to learn how to cope and react in a more appropriate manner if the situation arises again.
8. If there is a victim, then extra attention will be paid to that child. How a particular type of behaviour is handled will depend on the child and the circumstances. It may involve the child being asked to talk and think about what he or she has done. It may be that the child will not be allowed to make his or

her own choice of activities for a limited period of time. We recognise that expectations for behaviour for other people vary between cultures and require staff to be aware of, and respect those used by members of the setting.

9. Our ultimate aim is that we work in partnership with parents/carers to lay foundations from which children will grow into happy, self-confident well-adjusted individuals. To this end parents will be informed if their child is being persistently unkind to others or if their child has been upset. In all cases inappropriate behaviour will be dealt with at the time, serious incidents will be appropriately recorded and parents will be informed later. Parents/carers may be asked to meet with staff to discuss their child's behaviour so that if there are any difficulties we can try to work together to ensure consistency between home and pre-school. In some cases we may request the involvement of other professionals.

Pre-school Rules

Obviously for the safe and happy running of Pre-school sessions there are certain rules that must apply.

1. Walk indoors - children are required to walk around the room. Any child running is asked to walk and we explain to them why running around is dangerous indoors and how others can easily be hurt when we run. We will endeavour to say walk rather than don't run.
2. Children are encouraged to be aware of other children using climbing equipment at the same time as them to avoid collision.
3. a) When a child hurts another child, whether it is deliberate or accidental, we talk to them about what has happened and the result of their actions and we encourage them, if appropriate, to say sorry to the other child. The child will also be asked to see if the person they upset is all right and encouraged to learn how to cope and react in a more appropriate manner if the situation arises again. For younger children we may see if they can hug the other child or draw a picture by way of apology. We will also help the child to learn how to cope and react in a more appropriate manner if the situation arises again.
b) No snatching or hitting - many young children find the concept of sharing toys and equipment very difficult so there are occasions when a child may snatch or hit to get a toy they want. On these occasions we require the offender to give back the toy and talk to them about sharing and we either help them to find another toy the same or assure them they will be able to have a turn later.

- c) On occasions a child may hit out, push, spit at or bite another child; **this behaviour is never acceptable whatever the reason**. A child presenting this behaviour will be talked to about what is going on and more appropriate action will be suggested. The child will always be asked to show they are sorry to the child they have hurt (this may be a while later when the situation has been defused and the injured party has been comforted). Any incidents of this nature will be recorded in the Accident Book. If any incidents of this nature reoccur regularly we will talk with the child's parents, and if necessary write to all parents to share with them the procedures we use for dealing with the incident concerned i.e: kind hands when children push.
4. All the children are required to wash hands prior to snack and lunchtime. At lunchtime the children are required to sit at the table until they have finished their lunch and then they will be encouraged to play outside.
 5. At the end of the afternoon session children are supported to sit with their lunchboxes whilst waiting for their parent/carer to collect them.

When a child presents behaviour that is unacceptable we talk to them about appropriate ways of expressing themselves. They may be withdrawn from the situation and directed to another area or activity. On occasions a child may be withdrawn from a situation to sit quietly and calm down if this is appropriate, they will remain within the main room. There may be occasions where it is necessary for a child's own safety or the safety of others or of equipment, that a child is restrained. Undue force will never be used, and on occasions when it has been necessary to restrain a child in this way a record will be made and the parent or carer will always be informed of the situation at the end of the session and asked to sign the record when it has been completed.

Safe Handling Procedure

1. As a group it is our policy to provide a safe and secure environment for all the children in our care and for those adults caring for them. Effective safeguarding procedures are in place to assist with this.

2. All those working with the children, including regular parent helpers will be required to complete the statutory checks for suitability.
3. Forms will be kept detailing health and emergency information on all staff members, parent helpers and children attending. These will be kept in the main room during each session and locked away at all other times. This information will be checked and updated regularly.
4. We will respect the privacy of all children in our care at all times and will ensure that the children are given as much help as they require but not intruded upon.
5. Permission will be sought from the parent or carer, via the admission paperwork, to change a child's clothes if necessary and to wash them if they soil themselves.
6. We will change and wash a soiled child only if they are happy for us to do so. If they are not happy we will contact the parent or carer.
7. No adult will be left alone with either an individual or group of children. Where a member of staff is involved in a specific activity with one or more children there will always be another adult present or they will be visible to others.
8. Staff will not allow any one child to manipulate them or to engage in excessive attention seeking.
9. Staff will only cuddle a child at the child's request; if a child is hurt or upset an adult will offer comfort.
10. If at any time an accusation is made concerning a member of staff, that staff member will be suspended immediately on full pay until investigations have been completed. Ofsted will be notified of this within 14 days.
11. Staff will use the toilet in the lobby only using the main room toilet if there are no children using them and locking the outer door.
12. Adults will be aware of the correct procedure when lifting children.
13. Parents will be advised to apply sunscreen/block to their children prior to coming to pre-school. We will apply necessary sun protection unless parents say they do not want us to in which case their child may be required to stay indoors.
14. Staff will not be allowed to use personal mobile phones or cameras to record or photograph the children.

Physical Intervention Guidelines

What do we mean by physical intervention?

It is an act to legitimately physically ensure compliance from the child, to prevent risk of injury to themselves, other children or adults, or serious property damage.

When do we use physical restraint?

Only after trying to defuse or avoid a critical incident:

- try to calm the situation by giving help and reassurance
- address the causes of behaviour by removing or reducing them
- be aware of the triggers for a particular child and work towards the child learning to deal with them for themselves, e.g. giving them a time and a place to calm down.
- holding the child in a supportive way e.g. taking them by the hand, or, touching them on the shoulder.

What should we do if it comes to restraint?

REMEMBER

- Is there a risk to people, property or good order?
- Can I restrain using minimum physical intervention?
- Is another member of staff aware of the situation?
- Do I need help?
- Am I sure I am not punishing the child?
- Consider the consequences of not intervening.
- Do not intervene physically for longer than is absolutely necessary.

What should I do when intervening?

- Ensure you have been clear about your expectations.

- Ensure, wherever possible, that there are no observers who are not part of the process.
- Maintain the dignity and self respect of the child.
- An approach from the side or the back is safer and less confrontational. Talk calmly and quietly to the child. The aim is to "calm down".
- Ensure that holding the child does not restrict breathing.
- Constantly remind the child that you will let go when they have calmed down.

What happens afterwards?

- The child's release from physical intervention should be planned, agreed and gentle. Close supervision of the child will be necessary.
- If other children are distressed they should be offered support.
- There should be a debriefing for all members of staff.
- A record should be made and parents informed at the end of the session, being required to sign the record.

What should be recorded?

- All incidents or behaviour intervention where physical intervention has been used.
- Record will include: Who was involved

What physical contact was actually made?

Where did it happen?

When did it happen?

How long did it last?

What led up to the physical intervention being necessary?

What steps were taken to de-escalate the situation?

What support was given to the child and staff following the incident?

- The Manager will be made aware of any incidents.

PREVENTION IS ALWAYS BETTER THAN INTERVENTION