

HANHAM TODDLERS PRE-SCHOOL

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1.0 Policy

1.1 The Pre-School shall aim to provide an environment in which children can develop both self discipline and self esteem in an atmosphere where mutual respect and encouragement are normal practices.

1.2 It is Pre-School policy to develop practices to be followed by all adults and children attending the Pre-School.

2.0 Scope

2.1 This procedure defines the practice that is to be followed in achieving the above policy.

3.0 Referenced Documents

Statutory Framework for the Early Years Foundation Stage

P2-8 Special Needs

P2-16 Settling in at Pre-School

P2-24 Safeguarding

P2-25 Allegations

4.0 Definitions

The Pre-School: Hanham Toddlers Pre-School

Board of Trustees: the body that has the overall responsibility for the day-to-day running of the Pre-School, comprising the Trustees, including the Pre-School Manager(s).

Approved	Print Name	S Rouch	Position:	Manager
	Signature	Signed copy held in Master Procedure Manual	Date:	23 February 2023
Authorised for Issue	Print Name	K Ricketts	Position:	Chair
	Signature	Signed copy held in Master Procedure Manual	Date:	9 February 2023
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5.0 Procedure

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5.2 Introduction

5.2.1 The Pre-School believe that both children and adults perform best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else.

5.2.2 Behaviour management applies equally in all situations - child to child, child to adult, adult to child and adult to adult.

5.3 General

5.3.1 The practices defined in this procedure shall be explained to all adults attending the Pre-School who have direct responsibilities for any children on behalf of the Pre-School. Specific reference shall be made to this procedure as part of the general induction process.

Awareness shall be made that some kinds of behaviour may arise from a child's special needs. (See Special Needs procedure P2-8).

5.3.2 All staff shall be made aware of, and respect a range of cultural expectations regarding interactions between people.

5.3.3 The practices shall be applied consistently by all within the Pre-School so that the children have security and stability in knowing what to expect.

5.3.4 All children attending the Pre-School shall have the practices explained to them during their initial sessions by their respective Group Leader.

5.3.5 A summary of the practices shall also be included in the Prospectus.

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<p>5.4 <u>Practices</u></p> <p>5.4.1 The following practices shall be generally applied by all adults within the Pre-School:</p> <ul style="list-style-type: none"> • provision of a positively courteous, friendly and caring model for the children • praise and endorse desirable behaviour, eg. kindness or willingness to share • positive steps shall be taken to avoid situations where adult attention is only received in return for undesirable behaviour <p>5.4.2 The following practices shall be applied by all adults within the Pre-School when dealing specifically with bad behaviour:</p> <ul style="list-style-type: none"> • a consistent approach to situations shall be made • shouting or raised voices in a threatening manner shall not be used • physical punishment, eg. smacking or shaking, shall neither be used nor threatened • children shall never be sent out of the room on their own • techniques shall never be employed with the intent of singling out or humiliating a child, eg. the 'naughty chair' • children shall be given one-to-one support to determine the cause of the bad behaviour and to work towards achieving an improvement (where appropriate this may be achieved by a period of supported 'time out') • in cases of serious bad behaviour, the unacceptability of the behaviour and attitudes shall be made clear immediately by means of explanation rather than personal blame • wherever bad behaviour has to be addressed it shall always be made clear to the child or children concerned that it is the behaviour that is unwelcome, not themselves • behaviour problems shall be handled in a developmentally appropriate manner, respecting each child's individual level of understanding and maturity • avoid discussing in front of a child their behaviour with another member of staff or Parents/Carers • children shall be helped to find solutions to conflict <p>5.4.3 Alternatives to physical punishment shall be employed as the norm, in the following ways:</p> <ul style="list-style-type: none"> • withdrawing other adults and/or children from the room • distraction and re-directing the child's attention • making the immediate environment as safe as possible to prevent a child causing injury to themselves or others <p>5.4.4 Occasionally there are situations where physical intervention is necessary, such as:</p> <ul style="list-style-type: none"> • preventing a child running into the road • preventing injury or damage, eg. a child's temper tantrum <p>5.4.5 Whenever used, it shall be ensured that the physical intervention is applied with minimum force and for a minimum time.</p>			
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<p>5.4.6 When required to be applied, a record of the use of physical intervention shall be made using the Incident Report Form (F3) and the child's Parents/Carers informed.</p> <p>5.5 <u>Bullying</u></p> <p>5.5.1 Bullying, whether it be child to child, adult to child or adult to adult shall not be accepted within the Pre-school.</p> <p>5.5.2 Bullying is defined as:</p> <p style="text-align: center;"><i>Deliberate, harmful behaviour, repeated over a period of time where it is difficult for those being bullied to defend themselves.</i></p> <p>5.5.3 There are three main types of bullying:</p> <ul style="list-style-type: none"> • physical (eg. hitting, kicking, theft, etc.) • verbal (eg. name calling, racist remarks, etc.) • indirect (eg. spreading rumours, exclusion from social groups, etc.) <p>Note: Some forms of bullying can be considered as child abuse. Refer to Safeguarding (P2-24).</p> <p>5.5.4 Within the curriculum, the Pre-school shall raise the awareness of the nature of bullying through activities, stories, staff training and advice from external agencies.</p> <p>5.5.5 When bullying is suspected, the incident shall be dealt with immediately. Depending on the situation, the incident shall be brought to the attention of the relevant Group Leader, the Manager(s) or the Board of Trustees, as detailed below:</p> <p>Child to child – Group Leader or Manager(s) Adult to child – Manager(s) or Board of Trustees (if the Manager is the adult involved) Adult to adult – Manager(s) or Board of Trustees (if the Manager is the adult involved)</p> <p>5.5.6 Depending on the situation, the incident, shall be handled as described below:</p> <p>Child to child – the Group Leader shall complete a Child Observation Form (F4) for each child involved and inform the Manager. Discussions shall be held with all parties involved and each child given one-to-one support. The Parents/Carers of each child involved shall be contacted by the Manager.</p> <p>Adult to child – shall follow the actions defined within the Allegations procedure (P2-25). Depending on the situation, the Parents/Carers of the child/children involved shall be contacted by the Manager.</p> <p>Adult to adult – shall follow the actions defined within the Allegations procedure (P2-25).</p>			
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5.5.7	All victims of bullying (children or adults) shall be supported and reassurance given to help restore their self esteem and confidence.		
5.5.8	The support provided to the perpetrator shall aim to determine the cause of the behaviour and to work towards achieving an improvement.		
5.5.9	In all cases the situation shall be closely monitored and Parents/Carers kept informed, as necessary.		
5.5.10	Exclusion from the setting shall be considered as a last resort, where a child persists in bullying		
5.6	<u>Recurring Problems</u>		
5.6.1	Where recurring behaviour problems are observed an objective record shall be made using a Child Observation Form (Form 4) to establish an understanding of the cause, (see also Settling in at Pre-School procedure P2-16).		
5.6.2	Where necessary recurring behaviour problems in children shall be addressed by the Manager and Group Leader in consultation with the child's Parents/Carers using the observation records.		
5.6.3	Where necessary recurring behaviour problems in adults shall be addressed by the Manager and Management Team.		
6.0 Amendment Record			
Issue 2: Replace C Gibbs with L Sims as Chair Insert reference <i>Statutory Framework for the Early Years Foundation Stage</i> in Section 3 Replace P2-4 <i>Child Protection</i> with P2-20 <i>Safeguarding Children</i> in Section 3 Include reference to Deputy Manager in Section 4 Replace ref. to P2-4 <i>Child Protection</i> with P2-20 <i>Safeguarding Children</i> in Section 5.2.5 Insert Section 6 – Amendment Record			
Issue 3: Section 3 - amend titles and references to reflect current procedures Section 4 - re-word Definitions to reflect the introduction of the Board of Trustees Signature Block - update names of Manager and Chair Paragraph 5.3.1 - remove reference to Induction procedure Paragraph 5.4.2 - identify time out as supported Paragraph 5.5.3 - refer to latest Safety procedure and reference Paragraph 5.5.5 - replace Management Team with Board of Trustees Paragraph 5.5.6 - amend title and reference to reflect current procedure			
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