



ST CATHARINE'S UNDER FIVES

BEHAVIOUR MANAGEMENT POLICY

Statement of intent

Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Our policies and procedures have been developed in line with the recommendations and requirements of The Statutory Framework for the Early Years Foundation Stage March 2021 (The Safeguarding and Welfare Requirements – Managing Behaviour), The Every Child Matters provisions within the Children Act 2004, The Childcare Act 2006, The Children's Act 1989 – Working together to Safeguard Children, Human Right Act 1998, Safeguarding Vulnerable Groups Act 2006, Keeping Children Safe in Education 2022 and the SEN Code of Practice 2014.

Aim

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

Method

We have a named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. In small settings this may be shared between co-staff.

- The Play leader, **Aleksandra Swiatlowska**, is the named person with overall responsibility for issues concerning behaviour.
 - We require the named personnel to keep themselves up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents, who will be regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves.
- We never use or threaten physical punishment, such as smacking or shaking.



- We only use physical intervention to prevent physical injury to children or adults and/or serious damage to property.
How: a member of staff talks calmly to the child away from the activity. When the child has calmed down, the incident is discussed with them and any other children involved (HighScope conflict resolution – see Appendix A)
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our Play Leader and are recorded in the child's personal file. The child's parent are informed on the same day.
- In cases of behaviour that causes serious concern, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.
- We aim to be calm, patient and consistent when responding to children's inconsiderate behaviour.

Strategies

1. We ensure that there are enough toys, resources and sufficient activities available so that children are meaningfully occupied without the unnecessary need for conflict. We encourage sharing and turn taking if needed.
2. We acknowledge considerate behaviour such as kindness and willingness to share.
3. All staff, volunteers and students will be a positive role model for behaviour by treating children, parents and one another with friendliness, care and courtesy.
4. Staff, volunteers and students use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's age and stage of development. Such solutions might include negotiation, intervention, diversion and distraction.
5. Praise
6. Encouragement
7. Positive reinforcement
8. Redirection
9. Anticipation and removal of potential problems
10. HighScope conflict resolution (see Appendix A)
11. Celebrating effort and achievement with stickers, certificates, wow vouchers etc.

Sanctions

1. Verbal warnings
2. Reinforcement
3. Speak with parents
4. Remove from situation

Celebrations

1. Stickers
2. Fish



In cases of continued anti-social, disruptive or unacceptable behaviour, the following procedure is to be followed:

1. All such incidents are recorded on the cause for concern sheet. Parents are informed, confidentially, if their child is added and the record is signed by a member of staff and the parent. This is then added to the child's personal file.
2. If the behaviour continues, a meeting between the key members of staff (usually the Play Leader and key person) and parents is arranged and strategies to improve the behaviour will be discussed. A date will be agreed to review the effectiveness of the agreed strategy.
3. A MYPLAN will be written by the staff and parents giving details of expectations on all parties involved and timescales for review.

Additional Positive Strategies for negative behaviour

- To comment on the behaviour and not the child e.g. 'I love the way that you shared your bike with your friend' or 'hitting hurts others – we don't like that behaviour'. In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.
- To be aware that certain factors may also have an impact and cause children to interact or behave differently, such as tiredness, hunger or boredom.
- To be aware that some kinds of behaviour may arise from a child's learning difficulty or disability and this may require the involvement of the SENCO (Special Educational Needs Co-ordinator). Under the SEND Code of Practice, children with 'emotional and behavioural difficulties' have 'as equal an entitlement to positive, inclusive provision as any other'.
- To use our monitoring and observations to record a child's behaviour, if appropriate, to assess undesired behaviour using an ABC format (Antecedents, Behaviour and Consequence). We may use these to help us to understand the cause of inconsiderate behaviour and to decide alongside the parent how to respond appropriately.
- To give children who misbehave one-to-one adult support in seeing what is wrong and work towards achieving a better pattern of behaviour.
- To supervise, where appropriate, period of "time out" with an adult.
- To handle any behaviour problems in a developmentally appropriate fashion, respecting individual children's understanding and maturity.
- If a child displays unwanted behaviour towards another child or adult, or if their behaviour is likely to cause harm to someone, the member of staff that observes it should take the child to one side and explain that this is not acceptable. The child will then be asked to apologise in an appropriate way. If the behaviour is repeated, the child will be taken away from the activity for a short period. If the child has deliberately hurt another child, then that child will be immediately removed from the situation and asked to sit on the 'thinking chair'. Again, they should be told that the behaviour is unacceptable and asked, if appropriate, to apologise to the other child or adult.

Bullying and hate

Bullying involves the persistent physical, verbal, emotional or psychological abuse of another child, children or adult. We take bullying very seriously.

Hate in the context of behaviour and attitude has been defined as; "Acts of violence, hostility and intimidation directed towards people because of their identity or perceived difference" (Chakraborti, Garland and Hardy 2014:6)

A hate incident is defined as: "Any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by hostility or prejudice." (College of Policing 2014) If a criminal offence has been committed the Incident becomes a Hate Crime.

In accordance with the Human Rights Act 1998 there is a statutory requirement to: "...Determine measures to be taken with a view to encouraging respect for each other and, in particular, preventing all forms of bullying among pupils".

The hurt inflicted by bullying may take the form of:

- Physical, Verbal, Indirect and all forms of Cyberbullying.



- Bullying related to race, religion, culture or belief, SEND, mental ill health or disabilities, sexual orientation, transgender identity, sexist or sexual bullying, home circumstances and alternative sub-cultures, gender and age.

This is not an exhaustive list.

We aim to:

- Provide a safe environment for all.
- Prevent and minimise bullying by providing a positive ethos in our setting.
- Develop self-esteem, independence, trust and assertiveness through Personal and Social development in our curriculum and through wider aspects of our playgroup day.
- Help individuals celebrate and value their differences and to acknowledge and respect the differences of others.
- Promote in everyone a positive attitude and high self-esteem.
- Listen to children and take action.
- Encourage children to tell an adult.
- Reassure children that they will be supported.
- Record incidents of bullying and always follow them up.

If a child bullies another child or children:

- We intervene to stop the child harming the other child or children
- We give reassurance to the child or children who have been bullied
- We explain to the child doing the bullying why her/his behaviour is inappropriate
- We help the child who has done the bullying to say sorry for her/his actions
- We make sure that children who bully receive praise when they display acceptable behaviour
- We do not label children who bully
- When children bully, we discuss what has happened with their parents/carers and work out with them a plan for handling the child's behaviour
- Reassure parents/carers by setting up procedures to improve the situation.
- Empower children to help them discuss bullying and how to resolve situations.
- Provide staff with relevant training and strategies to help them identify and tackle bullying appropriately e.g. persona doll training.
- Learn from anti-bullying good practice and liaison with outside agencies when appropriate.
- When children have been bullied, we share what has happened with their parents/carers, explaining that the child that did the bullying is being helped to adopt more acceptable ways of behaving.

If an adult bullies another person:

- We will follow the Disciplinary Policy and Procedure if a member of staff behaves negatively towards any child or adult.

If a parent/carer or visitor behaves in an inappropriate manner towards any child, we will follow the guidelines of our Child Protection Policy.

If a parent/carer or visitor behaves in an inappropriate manner towards any adult, we will follow the procedure below:

Stage 1

- ❖ Inform your direct supervisor
- ❖ They will then speak to the parties involved
- ❖ A meeting will be arranged between both parties to discuss and try to resolve the matter.



Stage 2

In the event that the matter cannot be resolved at Stage 1, a formal meeting with all the parties and the Chairperson (or Committee member if the Chairperson is unavailable) will take place. If the matter cannot be resolved, the Playgroup would then follow the Complaints Procedure.

This policy was adopted at a meeting of St Catharine's Under Fives

Held on (date)

Signed on behalf of the Management Committee

Role of signatory