

## **Safeguarding and Welfare Requirement: Managing behaviour**

Providers are responsible for managing children's behaviour in an appropriate way.

### **7.1 Promoting positive behaviour**

#### **Policy statement**

We believe that children flourish best when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions.

#### **Procedures**

In order to manage children's behaviour in an appropriate way we will:

- attend relevant training to help understand and guide appropriate models of behaviour;
- implement the setting's behaviour procedures including the stepped approach;
- have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary

#### *modelling positive behaviour:*

- Every preschool session begins with a reminder of our 'good manners' board to reinforce the expectations of all children within our setting (kind words, kind sharing hands, listening ears and kind feet). We talk about being kind to our friends, respecting each other, our toys and our environment.
- Adults will try to be a positive role model for the children with regard to good manners, friendliness and the strategies used to resolve any conflict, calmly and confidently.
- All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.
- Adults will praise and endorse positive behaviour, such as 'good sharing' and 'good manners'
- Adults will take positive steps to avoid a situation in which children receive adult attention only in return for unwanted behaviour.
- Adults will use the right language at all times (for example, an instruction rather than a question "you need to, It's time to...") and a choice of two options, both of which achieve the desired result

### *Challenging behaviour:*

- Any incident of unwanted behaviour will be handled in a developmentally appropriate way, respecting the individual child's level of understanding
- The child will be given adult support to see what was wrong and how to cope more appropriately. This may include some 'time out' with an adult to calm themselves, a conversation with an adult about how they are feeling (perhaps using books).
- In a case of unwanted behaviour, it is always made clear to the child or children in questions that it is the behaviour and not the child that is not welcome.
- Physical punishment, such as smacking or shaking, will never be used or threatened.
- Physical restraint, such as holding, will only be used to prevent injury to themselves, others or serious damage to property. See physical handling policy 7.2
- Adults will not shout or raise their voices in a threatening way
- We work together with parents and carers on any behaviour issues. Strategies to tackle problems can be developed together
- The whole preschool will work together in order to maintain consistency when developing strategies for specific recurring unwanted behaviour, this will be discussed as a team following a meeting with the parents
- External support will be accessed by the Manager/Sendco as and when necessary (eg EYC, Early Help)

### *Challenging unwanted behaviour from adults in the setting*

- Settings will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group. This includes negativity towards groups and individuals living outside the UK (xenophobia).
- Where a parent makes discriminatory or prejudiced remarks to staff at any time, or other people while on the premises, this is recorded. The procedure is explained and the parent asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent requesting them to sign a written agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner; the third stage may be considering withdrawing the child's place.

**Parents/Carers:** If you are struggling with your child's behaviour, or have any concerns at all, please talk to us. We have lots of resources and hand-outs available, we have access to many experts and websites for advice and we can refer you to our colleagues at the Children's Centre. There are also free workshops every Friday afternoon at Withycombe Raleigh Primary School which offer information and advice on many different behavioural and emotional needs.

(<http://www.withycomberaleigh.devon.sch.uk/>)

We are here to help, by working together we will give your child a consistent approach that will work

**POLICY REVIEWED: committee meeting 11/02/20 following discussion and staff training**