



Behaviour Management Policy

Policy statement

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and the children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards an environment which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

Procedures

Notwithstanding the responsibility of all staff to help children manage their behaviour, a member of the Tiggers' staff is designated to take responsibility for behaviour management within the setting. The designated person is required to keep themselves up to date with legislation, research and current thinking on promoting positive behaviour and to ensure all staff have relevant in-service training on promoting positive behaviour. The name of the designated person is displayed on the notice board at Tiggers.

All members of staff will ensure that all rules are applied consistently, so that children have the security of knowing what is expected of them. Rules governing the behaviour of the children will be discussed at staff meetings and will be explained to newcomers, both children and adults. All adults will provide a positive role model and will praise desirable behaviour.

When children behave in unacceptable ways:

- 1) physical punishment such as smacking or shaking will not be used or threatened. Tiggers does not endorse corporal punishment at home or anywhere else. Physical intervention will only be used in order to avoid immediate danger of personal injury or serious damage to property. On any occasion when physical intervention is used, the incident will be recorded and the parent/carer will be informed the same day;
- 2) Children will never be sent out of the room on their own; and
- 3) Techniques and strategies used will never single out or humiliate a child, children will never be sent out of the room by themselves.

Children who display challenging behaviour will be given one-to-one support in seeing that the negative behaviour was wrong and working towards our 'Tiggers Happy Goals'.

- 1) We Take Turns
- 2) We Share our toys
- 3) We have Kind hands and Feet
- 3) We walk in doors
- 4) We Listen when asked to
- 5) We use indoor voices

Children will be made aware that it is the behaviour that is unacceptable and not the child.

In cases of serious misbehaviour, such as intimidating/bullying, racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by a means of explanations rather than personal blame.

When a child behaves in inconsiderate ways strategies and explanations used will be developmentally appropriate, taking into account that child's understanding and maturity.

The following is a guide as to how Adults in the setting resolve conflicts.



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CONFLICT RESOLUTION STEPS

- **Approach calmly, stopping any hurtful actions.** Place yourself between the children, on their level; use a calm voice and gentle touch; remain neutral rather than take sides.
- **Acknowledge children's feelings.** Say something simple such as "You look really upset;" let children know you need to hold any object in question.
- **Gather information.** Ask "What's the problem?" Do not ask "why" questions as young children focus on that what the problem is rather than understanding the reasons behind it.
- **Restate the problem:** "So the problem is..." Use and extend the children's vocabulary, substituting neutral words for hurtful or judgmental ones (such as "stupid") if needed.
- **Ask for solutions and choose one together.** Ask "What can we do to solve this problem?" Encourage children to think of a solution but offer options if the children are unable to at first.
- **Be prepared to give follow-up support.** Acknowledge children's accomplishments, e.g., "You solved the problem!" Stay nearby in case anyone is not happy with the solution and the process needs repeating.

Recurring problems will be tackled in partnership with the child's parents, using objective observation records to establish an understanding of the cause. An Individual Behaviour Plan may be put in place and such plan will contain strategies to be used by both adults and the child.

The staff are aware that the pre-school context and activities can be the trigger for a wide variety of behaviours. The staff are aware that some kinds of behaviour may arise from a child's additional support needs – please refer to the Special Educational Needs Policy.

At Tiggers, we recognise that rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'. Staff will develop strategies to contain play that are agreed and understood by the children, to ensure children are not hurt.

Children are encouraged by all staff to:

- 1) Share;
- 2) Listen to and follow adult instructions;
- 3) Be kind and considerate to their peers and adults;
- 4) Respect others' wishes; and
- 5) Respect pre-school equipment.

The following types of behaviour by children are considered unacceptable:

- 1) All types of physical violence to another child or to an adult, such as kicking, punching, pinching, biting etc.;
- 2) Intimidating/bullying behaviour of any kind towards another child or children. (Please refer to Anti- Bullying Policy.);
- 3) Throwing objects, including sand;
- 4) Deliberately damaging equipment or toys;
- 5) Verbal abuse of another child or adult (including remarks of a sexist, racist or other abusive nature.); and/or
- 6) Ignoring an adult when a child has been asked to stop any of the above.



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Legal framework

The Code of Practice for Special Educational Needs (DfEE, 2001)
The Equality Act 2010
The Children Act (1989, 2006)



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