

## Forres Sandle Manor (EYFS) Policy

Policy Title	Behaviour Management
Policy Lead (Appointment (& Initials))	Head of Pre-Prep (TJS)
Date of Last Review	October 2022
Date of Next Review	April 2023

### BEHAVIOUR MANAGEMENT

#### GENERAL WELFARE REQUIREMENTS

Safeguarding and promoting children's welfare: Children's behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs.

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1. Child development 2. Inclusive practice 1.3 Keeping safe	2.2 Parents as partners 2.3 Supporting learning	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

#### POLICY STATEMENT

Children need to learn to consider the views and feelings of others, their rights and needs and the impact that their behaviour has on other people, objects and their environment. We understand that this is a developmental task which needs sensitive support, encouragement and understanding. The EYFS provides a safe, stable and calm environment for this growth. We model the positive, considerate, respectful behaviour that we hope to promote in our children by treating all people – staff, parents and children alike - with friendliness, care and courtesy.

#### PROCEDURES

- The person with specific and overall responsibility for Behaviour Management in the EYFS is Mrs Tracy Spottiswood. As well as updating herself in the legislation, research and current thinking on promoting positive behaviour she has the responsibility to pass on this information to the Pre-Prep and Nursery staff with regard to providing additional support or training where and as necessary. In her

absence, responsibility for Behaviour Management falls to the Nursery Leader, Mrs Beverley Kendall.

- We familiarise new EYFS staff with the policy for behaviour management.
- We work in partnership with the children's parents. Parents are made aware if their children's behaviour is inconsiderate or unacceptable in any way and we keep them informed. In these cases, children's social and emotional behaviour is observed and a record kept. Individuals are discussed at staff meetings to help us to understand the cause and to decide jointly how to address the problem with parents and to respond appropriately.

## **STRATEGIES WITH CHILDREN WHO ENGAGE IN INCONSIDERATE BEHAVIOUR**

Positive approaches are used to handle any inconsiderate behaviour and the children are given strategies to find solutions to problems which are appropriate to their age and stage of development. Wherever possible we avoid creating situations in which children receive adult attention in return for poor behaviour.

In the EYFS the use of encouragement and a problem-solving approach to conflict between children is promoted. Conflict or inconsiderate behaviour is seen as a learning opportunity and staff are encouraged to follow the 'Six Steps to Conflict Resolution' with children to enable them to learn to cope more appropriately:

- 1) Approach the situation calmly.
- 2) Recognise the children's feelings.
- 3) Gather information and restate the problem.
- 4) Ask for the children to provide ideas/solutions.
- 5) Clarify suggested solutions and reach agreement.
- 6) Support children in carrying out their solution.

Circle time is an opportunity to support problem solving strategies and reinforce positive behaviour.

### **We may:**

- Use physical restraint in rare circumstances in order to prevent injury to children or adults or serious damage to property. Should physical intervention be used to manage a child's behaviour, this will be recorded and parents informed on the same day.

**We never:**

- Use physical punishment such as smacking or shaking and children are never threatened.
- We do not use techniques that are intended to humiliate individuals.
- We do not use insulting and derogatory terms such as 'stupid'.

**YOUNG CHILDREN**

When young children behave inconsiderately or unacceptably we recognise that our strategies for supporting the need to be appropriate to their age and development. Such behaviours may include tantrums, biting or fighting for example. It may be that they are not yet able to control or regulate their own responses and emotions and may require sensitive adult support. Staff recognise that these intense emotions may be frightening for the child experiencing them as well as for others involved. They understand the need to be calm and patient and that children can be helped to manage their feelings by enabling them to talk about them and helping them to resolve issues and promote understanding as outlined above. Comfort is important in this. Young children often respond to cuddling to help to calm down along with an explanation of the event which helps connect their feelings with the cause.

We are aware that in cases of frequent incidents or behaviour that is out of character that there may be some underlying cause. Staff are sensitive to this and always work in partnership with parents to resolve any issues.

**ROUGH AND TUMBLE PLAY**

Young children often engage in play which has an aggressive theme such as superhero play. Some children may seem pre-occupied with this play but though their behaviour may be inconsiderate at times it is not necessarily a precursor to intended hurtful behaviour or bullying.

- We recognise that rough and tumble play is normal and acceptable within limits. We regard this kind of play as pro-social and not essentially problematic.
- As such play emerges, we develop strategies to contain the play. We ensure that these are agreed and understood by the children and that the behavioural boundaries ensure that children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies and that these themes often refer to 'goodies and baddies' and as such offer opportunities to explore concepts such as right and wrong. In this way, we make the most of openings to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

## **HURTFUL BEHAVIOUR**

We take behaviour that is hurtful seriously. We recognise that most children in the EYFS and Key Stage1/L2, may at some stage say or do something hurtful in some way to another child. However, it is not helpful to term this behaviour as 'bullying' as it may occur without forethought of the feelings of the person hurt.

As children grow and develop, so too do our expectations of their behaviour. We help children develop pro-social behaviours, as described above, and encourage them to develop empathy for others as well as teaching them strategies to resolve conflict and to recognise and manage their emotions.

When hurtful behaviour becomes problematic we work with the parents to identify a cause and work towards a solution together.

## **BULLYING**

We take bullying very seriously. Bullying is persistent and is carried out with awareness and intent and is found in the behaviour of children who are capable of this level of cognisance.

- We show children who have been bullied that we are able to listen to their concerns and act upon them.
- We intervene to keep the 'bullied' child safe.
- We explain to the child who is doing the bullying why their behaviour is unacceptable and help them to recognise the impact of their actions and provide opportunities for them to receive positive reinforcement for good behaviour.
- We do not label a child who has bullied another.
- We recognise that a child who may bully another may be subject to bullying or abuse or another circumstance which may cause them to behave in this way.
- We liaise with the parents of both the child who has bullied and those who have been bullied to enable us to reach a collective understanding and to work together for the future benefit of all the children.

## **PERSISTANT DISRUPTIVE BEHAVIOUR**

Throughout their time in the EYFS the children develop an understanding of how to behave when they are learning. Our school rule, 'Be kind, be kind, be kind', is explained to children. One of its meanings is that it is not kind to disturb another child's learning. As

above, we will always seek to determine an underlying cause and will take into account a child's age and stage of development.

- When a child is disruptive in class they are reminded of the school rule and given a warning not to repeat this behaviour.
- Two more repetitions will result in a period of missed playtime outside Mrs Spottiswood's office.
- A further repetition will result in the child's parent's being informed.
- At each stage the child's understanding is ensured, both of their behaviour and its repercussions.
- Should such behaviours become habitual, with no underlying identified cause, the child will be sent to see the Head and a letter sent to the child's parents regarding their disruptive behaviour.

### **BEHAVIOUR MANAGEMENT CO-ORDINATOR**

The Behaviour Management Co-ordinator is Tracy Spottiswood and in her absence Beverley Kendall.