

## **Behaviour management Policy**

At Bunnies we believe in creating a positive environment where adults consistently manage and encourage positive behaviour that promotes children's welfare and development.

Staff positively and consistently, encourage children to respect themselves and others in a secure, challenging, stimulating and positive environment with clear boundaries and expectations. Children are allowed to flourish and enjoy developing, learning and making a positive contribution.

At present the member of staff responsible for behaviour management is Emma Mayo.

Staff encourage positive behaviour in all children, age and stage appropriate to their development by:

- Using praise and positive reinforcement for good behaviour and effort.
- Encouraging sharing and negotiation.
- Being good role models and setting good examples.
- Consulting with children when you are creating rules/boundaries (age dependent).
- Helping children understand the consequences of their behaviour.
- Helping children challenge bullying, harassment and name-calling.
- Encouraging children to be responsible, for example, tidying up and creating their own rules.
- Giving individual attention to children.
- Listening to children and hearing what they say.
- Reassuring children that they are valued as individuals even if their behaviour may sometimes be unacceptable.

At Bunnies we create a positive environment through suitable, age related and challenging opportunities and activities for the children.

Each key worker is immediately responsible for the behaviour management of their key children, with support and guidance being the responsibility of the behaviour management officer, to help maintain consistency across the Pre-school.

**We do not humiliate, segregate, withhold food or use a naughty chair in managing children's behaviour, as this is detrimental to their self-esteem. We do not use physical punishments or the threat of them.**

**Staff do not use any form of physical intervention unless it is necessary to prevent personal injury to the child, other children, an adult or serious damage to property.**

**We do not tolerate any form of bullying by either a member of staff , parent or child, and we have a responsibility to our staff to protect them from bullying.**

**We deem bullying to be any form of intentionally aggressive behaviour by the use of force or coercion to others, whether physical, verbal or emotional.**

All staff must:

- read and understand your behaviour management policy
- be consistent in their use of techniques to encourage positive behaviour
- be consistent in their use of intervention techniques
- be good role models and set good examples for the children.

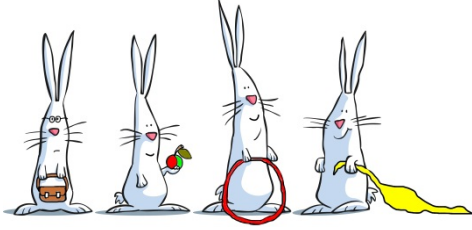
New staff, volunteers and students go through an induction process that covers behaviour management when they start work at Bunnies Pre-school.

When children exhibit challenging behaviour we have a number of strategies which can use to manage the child's behaviour within the environment, and we look at the individual child to see which may best suit them and help them most.

They include intervention techniques of structuring the environment, planned ignoring, prompting, active listening, interpretation and interference, backing away, affection, hurdle help, proximity, redirecting and distraction, directive statement and direct appeal, and supported time out.

If physical intervention is necessary to prevent injury, this will be recorded as an incident on the correct form and parents will be informed the same day, this may need to be done by phone if another carer is collecting the child.

It is important that we work closely with parents and carers to manage children's behaviour and you will be consulted if we feel we are observing patterns of, or continual negative behaviour from, or towards your child.



## Behaviour management intervention techniques.

### **Structuring the environment**

Whether you sit or stand and where you choose to speak to a child can communicate the nature of the discussion you are about to have and this may help the child to change their own behaviour.

### **Planned ignoring**

Minor, harmless and attention-seeking behaviours are likely to stop if you don't pay any attention to them. Remember, it is equally important to praise good behaviour.

### **Prompting**

By giving gentle reminders to a child of what they need to stop doing or prepare for can help the child adjust to a change. This can be verbal or sensory prompting. Be careful to avoid nagging.

### **Active listening**

Sometimes listening to what a child has to say and exploring and acknowledging their feelings through the use of reflective responses can help a child to feel that:

- someone else acknowledges the reality of their feelings
- they are not alone
- someone cares.

Sometimes this can be enough for a child to stay in control.

### **Interpretation and interference**

Put what has happened into words and ask the child if there was another way that they could have acted. For example, "It looked like you were really upset before you hit Gemma – was there another way you could have let her know how upset you were?"

### **Backing away**

This is not the same as backing down. You are not giving in, simply giving the child time to calm down before you discuss the situation with them. Staying and continuing to challenge a child who is already angry is likely to

make the situation worse. Alternatively, allow the child to back away through offering them a verbal or physical way out.

### **Affection**

If a child's behaviour is motivated by fear, anxiety or uncertainty, a big injection of affection, verbal or physical, can help to stop inappropriate behaviour. Children do not always appreciate the care that is provided for them on a daily basis and need additional affection to understand how much the adults really care for them. This is done with the child's permission, if they want a cuddle, or following 'positive touch' ideology.

### **Hurdle help**

By providing assistance when a child is stuck, you can help them to overcome feelings of failure or inadequacy.

### **Proximity**

Sometimes an adult quietly heading in the general direction of what is going on can be enough to encourage children to do something else.

### **Involvement and interest**

Adults becoming involved in a situation can diffuse things.

### **Redirecting or distraction**

Try to refocus the child away from what they are doing now and on to something else as a way of avoiding trouble.

### **Directive statement or direct appeal**

This is a clear instruction to a child to stop certain behaviours or start something else.

### **Time out from chosen activity supported with staff**

Ask the child to move away to a quieter area to calm down. This should only be used if you use the time to talk to the child about their behaviour. It is not a helpful method to encourage positive behaviour and it should not be used for isolation purposes only.