

Managing Behaviour Policy

Grafton Childcare is responsible for managing children's behaviour in an appropriate way and we will not use corporal punishment or threaten to use corporal punishment on any child or threaten any punishment which could adversely affect a child's well-being. We are aware that we must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working on the premises.

A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. Physical intervention is where practitioners use reasonable force to prevent children from injuring themselves or others or damaging property. Grafton Childcare will keep a record of any occasion where physical intervention is used, and parents and/or carers will be informed as soon as reasonably practicable.

This policy supports the safeguarding and welfare requirements of the Early Years Foundation Stage (EYFS) 2016, **Accident or Injury 3.50 & 3.51, Managing Behaviour 3.52 & 3.53** and should be considered in line with our policy on Managing Behaviour and other policies where we may have identified and determined where it is helpful to make some written notes in relation to specific issues, to inform staff practice, and to demonstrate how we are managing risks if asked by parents and or carers, other early years workers or inspectors for example via Grafton Childcare's Staff Handbook.

At Grafton Childcare we recognise the need to set out reasonable and appropriate limits to help manage the behaviour of the children in our care. 'Behaviour' of all kinds has two broad functions - either to gain something, or to avoid something or someone, and managing behaviour is not a single issue, but encompasses a whole range of interactions between adults and children.

The designated Behaviour Management Coordinator is Denise Tupman. Following a period of research and consultation, Grafton Childcare drawn up this working document, the content of which is to be shared with staff, students and parents, and added to or altered when felt to be necessary.

Our Behaviour Management Policy has direct links with the Personal, Social and Emotional development element of the Statutory Framework of the Early Years Foundation Stage document, 2016, in terms of supporting the children to make relationships, develop their self confidence and self awareness and to manage their own feelings and behaviour.

At Grafton Childcare, we do not and will not administer physical punishment or any kind of punishment other than when reasonable force is used for the purpose of averting danger of personal injury (including to the child themselves); and we will not threaten

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corporate punishment or use or threaten any punishment which could adversely affect a child's well being. We will keep a record of any occasion when physical intervention is used and inform parents/carers on the same day or as soon as is reasonably practicable. This is in accordance with the EYFS Statutory Framework, 2016.

Children enter settings with a huge range of different experiences and expectations from home. They learn patterns of behaviour from the people around them, and those children who have experienced loving, responsive early relationships are themselves more able to form positive relationships with others.

Synapse development in the brain is influenced by the child's early experiences especially those that are repetitive, whether they be positive or negative. A disability or special, educational need might also be an important factor in a child's inability to engage and communicate in an appropriate manner. A child who lacks language skills, for example, may express themselves by biting or hitting instead.

Owing to the factors outlined above, we do not automatically assume that all children know what is expected of them in terms of behaviour. Explanation of what they need to do, using a positively phrased sentence, might be required. In order to gain attention, the child's name will be used first, for example 'Mary, put the cars in the box, please.' Alternately, using a relevant picture may help those with limited understanding of language.

Adults, including parents and Early Years Practitioners have varying levels of tolerance and may react differently to towards the same behaviour. At Grafton Childcare, we believe that adults have a critical role in modeling behaviour, and that for children to flourish best we need to show clarity and consistency, so that children are continually helped to understand how they are expected to behave. Rather than referring to 'good' and 'bad' behaviour, which strongly promotes conformity, we support and develop children's appropriate behaviour in the context of meeting all their developmental needs and promoting their emotional and social competence in an appropriate manner.

In order to promote appropriate behaviour, we aim to:

Recognise the significance of our own behaviour, adopting clarity and consistency as a setting. Each of us must become a positive role model with regard to such factors as the tone of our voice, our specific language and our physical actions. Whilst in the setting, we can discuss and model appropriate ways to share resources, play together, solve problems and negotiate generally with children and with other adults.

Develop positive relationships with the children, taking the time to talk and listen to each child as an individual.

Set realistic limits according to age and our knowledge of the child's stage of development in a way which helps them to develop a lasting sense of self discipline and

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responsibility for their own behaviour, both with regard to their own environment and with regard to those people around them.

In accordance with the Equalities Act 2010, we must make 'reasonable adjustments' to include children and meet their needs.

Planning and encouraging the children to participate in a wide range of activities that will engage them and enable them to develop their social skills effectively.

Reward appropriate behaviour verbally and by other means, such as by smiling or giving a 'thumbs up' Praise is an effective means of promoting positive responses, and we actively try to 'catch' the child being 'good'. By giving immediate specific feedback and using the child's name eg 'Mathew, well done for waiting for your turn on the slide!' we are giving attention and approval. In turn, this builds self-value and self-worth within the child, overriding the need to misbehave in order to gain extra attention.

Redirect activity by using a positive statement such as 'Paul, let's build a tower' instead of using a negative statement such as 'Don't throw bricks.'

Remind children of things they need to know by giving advance notice of an impending change of activity, such as lunchtime or outdoor play, or by using pictorial representations of the sorts of behaviour we expect or don't expect of them - this may particularly help children with limited understanding of language.

Offer choices to support diverse interests and support engagement in play eg by asking "Shall we read a story or do a puzzle?"

Use the language of choice to put the onus on the child to choose appropriate over inappropriate behaviour and to consider the consequences of their actions, ie "You need to x, or y will happen."

Understand that factors such as tiredness or hunger; or changes in a child's behaviour due to Safeguarding concerns may be of relevance At Grafton, a designated 'key person', who is a familiar adult with whom the child can form a secure attachment, plays a vital role in identifying any change in the child's pattern of behaviour which may be a cause for concern. They can support the child and help to resolve the situation through linking with the family concerned.

Ignore unwanted behaviour if possible. This it will not result in the child getting more attention and they will have to re think.

Allow opportunities to calm down. Where behaviour is deemed to be inappropriate, we have introduced the 'take five' approach, whereby the adult sits quietly with the child for five minutes, in order to calm the situation.

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Acknowledge the child's feelings, reassuring them of their value as a person even though their behaviour is sometimes unacceptable. In helping them deal with their feelings, it will always be made clear that it is the behaviour and not the child that is unwelcome.

Offer explanations and opportunities, particularly for older children, to reflect for themselves on why their behaviour is inappropriate, and how it might be changed. The ultimate aim is to help them resolve the situation in a peaceful fashion themselves.

Monitor and record behaviour concerns in Accident/Incident book. One copy is given to parents following a verbal explanation of what happened, and one copy is kept at the setting.

Over the long term, the child's key person in association with the Behaviour Management Coordinator can implement a graduated response whereby they record relevant and detailed information about the child's interests, development and behaviour through observations and discussions with colleagues. In the ABC method of recording, for example, A refers to the antecedent, or event that happens immediately before a particular behaviour, B is the behaviour itself, and C refers to the consequences of the behaviour. They would then establish links and share with parents/carers.

The Graduated Response to Inappropriate Behaviour

Stage One (normally undertaken by the key person)

If concerns arise about a child's behaviour:

1. Gather information from colleagues who work with the child. Include up to date assessments from observations of the child's interest and stages of development within EYFS development matters across all areas and aspects of learning and development.
2. Check that expectations of staff and enabling environments on offer are age/stage appropriate for the child.
3. Make targeted observations describing what happened, identifying the context, eg size of group, any changes to routine, child's response, with date and time of observation. Clarify any identified difficulties with specific observations.
4. Take full account of factors such how long the child has attended the setting and focus on child's development so far, especially across the three prime areas, particularly PSED Managing Feelings and Behaviour.
5. Discuss concerns from observations and assessments against the EYFS to share concerns and strategies.

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6. Assess the enabling environment inside and outside with colleagues - how the space, accessibility of resources, routines, expectations, learning opportunities, adult deployment - support the child to engage.
7. Talk with the child and use observations to try to gain his/her perspective.
8. Together with colleagues, use the above information to identify strategies/ 'reasonable adjustments"/differentiation when planning for that child.
9. Share input with parents/carers and identify ways in which the setting can support the child at home and in the setting.
10. Review as a team, together with parents/carers and the child themselves. Arrange for further assessments if relevant, eg hearing test.

Stage Two

If concerns continue:

1. Discuss involvement of setting SENco in sharing information and liaising with parents.
2. Develop targets for the child, eg Individual Education/Behaviour Plan with Smart targets evaluated weekly.
3. Review with the child's parents.

Stage Three

If concerns continue:

1. The SENco /key person should seek advice from one of Devon's Early Years Consultants and discuss requests for involvement from outside agencies. Discussion regarding exclusion can only be raised within a review which includes parents/carers and possibly if appropriate outside agencies, including advisory staff from the local authority. Exclusion would be in the context of a clearly defined graduated response and re-integration plan, devised by working closely with the child's parents/carers. Strategies such as changing the pattern of the child's attendance would only be used in the best interests of the child and in agreement with parents/carers, otherwise this would be deemed to be a form of exclusion.