

**HALTON BOROUGH COUNCIL**

**BEHAVIOUR POLICY & BEHAVIOUR MANAGEMENT  
POLICY**

**Name:** Ditton Early Years Centre

**Headteacher:** Jenny Kennedy

**Reviewed:** October 2013

## Behaviour & Behaviour Management Policy

### **Rationale**

In our Centre we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect. We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions and consider the welfare and well-being of others. Children's behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs.

### **Implementation of the policy in our Centre**

***It is the responsibility of the Head of Centre and Daycare Manager to:***

- produce a written policy statement which includes the Centre's commitment to developing children's positive and acceptable behaviour.
- produce a written policy statement which specifically refers to the Centre's commitment to dealing with bullying behaviour and the procedures that should be followed to deal with this issue.
- identify in the policy statement specific procedures and guidelines that all staff, including students and volunteers, should follow to manage children's behaviour.
- ensure that a copy of the policy and procedures is given to all staff, including students and volunteers and others working with the children in the Centre.
- identify a named member of staff with responsibility for behaviour management issues. This person should have the skills to support staff and liaise with other agencies for further advice and expertise.

The named person with responsibility for matters relating to behaviour management issues is Jenny Kennedy.

- ensure that all staff have training in behaviour management.
- ensure that all staff, including students and volunteers, do not use any form of physical punishment.
- ensure that all staff, including students and volunteers, do not use any form of physical intervention, unless this is necessary to prevent children from causing harm to themselves, to others or serious damage to property. All such incidents are recorded and reported to parents on the same day.
- ensure that all staff, including students and volunteers, are made aware of the national guidelines relating to any form of physical intervention or restraint in educational settings and follow these guidelines (DfEE circular 10/98).
- ensure that all staff, including students and volunteers, when responding to unacceptable behaviour do not humiliate children, segregate them or deprive them of food, warmth or comfort.
- specifically identify behaviour that is unacceptable within the centre for staff, parents and children.
- arrange appropriate use of staff to support young children in developing relationships with other children and resolving conflict successfully.
- actively promote high expectations of children's behaviour within the Centre.

### ***Our Practice***

- We organise the indoor and outdoor learning environment so that it has a positive impact on behaviour in terms of space, access and choice of activities.
- We take a positive and consistent approach towards managing children's behaviour following the strategies within the Behaviour Management Pyramid.
- We handle issues of behaviour in ways appropriate to the child's stage of development and level of understanding.
- We encourage appropriate behaviour in all interactions with children and staff, showing that good behaviour is valued.
- We encourage children to be aware of the Centre's routines and procedures.
- We establish clear expectations and boundaries for behaviour, appropriate to the children's level of understanding.
- We record all significant incidents relating to behaviour.
- We identify and implement strategies that encourage positive behaviour.
- We deal with negative behaviour using the strategies within the Behaviour Management Pyramid.

### ***Encouraging positive behaviour***

- We encourage positive behaviour through play and learning activities.
- We model appropriate behaviours in different contexts by playing with the child.
- We help to support children's self-esteem by enabling them to be successful in play experiences and activities.
- We encourage responsibility in caring for others and the environment.
- We use praise specifically related to the children's actions or behaviours.
- We have clear expectations with regards to acceptable and unacceptable behaviour using effective limit setting.
- If necessary, we refocus the child's attention on another activity.
- We demonstrate that the child is still valued even if his/her behaviour is unacceptable.
- In some cases children will be given time out as a cooling off period away from the situation where the negative behaviour was taking place.
- We encourage the children to express openly their feelings/likes and dislikes.
- We help the children to understand the consequences and effects of their behaviour on others.
- We help the children to develop strategies to challenge bullying.
- We support the children to resolve conflicts with other children.

## BEHAVIOUR MANAGEMENT

### Rationale

This outlines the underlying philosophy, purpose, nature, organization and management of children's behaviour at Ditton Early Years Centre. It is a working document designed to enhance the development of positive relationships between children, adults working in the centre, parents and other members of the wider community.

This is the result of consultation and reflects current practice within the centre. It is fair, and its consistent implementation is the responsibility of all staff.

- The centre promotes values including honesty, fairness and respect for truth and justice, within a caring and nurturing environment.
- All members of the centre community have a right to feel safe.
- All members of the centre community have a right to be treated with respect.
- All members of the centre community have a right to learn.

### Acceptable Behaviour

We expect children and staff to behave in a manner that reflects the principles of the policy in ways that supports everyone's right to learn, be safe, and be treated with respect. Children of all ages are encouraged to:

- Enjoy learning and engage in positive interactions with both adults and children.
- Speak to others in appropriate ways.
- Treat others with respect.
- Care for members of the community.
- Behave positively and contribute to the positive ethos of the centre.

It is the responsibility of everyone in the centre to promote our nurturing ethos and to make positive choices about their behaviour, take responsibility for their own actions and to promote the development of positive self esteem and well being.

### Prompting Positive Behaviour

Positive behaviour is consistently reinforced and staff model appropriate behaviour in their interactions with each other and with children. Children are provided with consistent positive encouragement and specific recognition when they do demonstrate positive behaviour. Through EYFS and the teaching of PSED, the fundamental rights of all those in the centre are reinforced. Practitioners adopt a positive and empathetic manner when responding to children and each other.

### Rewards and Sanctions

We use the **Behaviour Management Pyramid** throughout the centre.

- **Play with the child:** Staff will engage with children in play, encouraging and modeling positive behaviour.

- **Praise, Incentives, Rewards:** Verbal praise is used as an incentive and to reinforce positive behaviour. Positive behaviour is recognized and celebrated.
- **Effective Limit Setting:** Clear expectations are set and language kept to a minimum when giving instructions around behaviour, using the child's name to ensure focus.
- **Ignore, Distract, Redirect:** Negative behaviour is ignored and attention redirected onto something positive. The behaviour is ignored, not the child.
- **Timeout:** If negative behaviour continues or escalates after all these strategies have been used then the child may need to be removed from the situation and given a cooling off period somewhere where they can be supported to deal with any negative emotions.

### **Additional Support**

Additional support is available through the centre's SEN system. We recognise that some children may need more support than others to develop their skills and staff are encouraged to act on concerns about a child's learning, behaviour or emotional development as early as possible.

Consistent behaviour problems may lead to SEN support and recording. The centre may also consider the involvement of Social Care and Health Services with consultation and support from parents.

### **Support for Parents/Carers in developing their child's Social and Emotional Development and Behavioural skills**

Ditton early Years centre offers support to parents in all aspects of their child's learning and development. Ditton Early years Centre encourage parent's understanding of appropriate behaviour by enclosing a copy of the behaviour policy with the prospectus pack and on the school website. Key persons will discuss any concerns with parents to engage their support.

Parents are always involved when their child is recorded as requiring a behaviour plan.

### **Staff Development**

The centre uses a range of professionals and agencies to provide INSET as required and staff can access courses run by the Local Authority.

### **Monitoring**

This policy is regularly reviewed. A paper copy is available in the staff handbook and the handbook for governors.

Any complaints arising from the implementation of this policy should be addressed to the Headteacher in the first instance.