

BEHAVIOUR MANAGEMENT POLICY

NSPo4
v2

Statutory Framework for EYFS 2017 page 17 paragraph 3.6

Statutory Framework for EYFS 2017, page 28 paragraph 3.52

PROCEDURE

NSPr8 – Procedure for Dealing with Children who show Inappropriate Physical Behaviour

NSPr10 – Effective Behaviour Management Procedure

REFERENCE

NSR11 - Removing Barriers

NSR12 – Every Child Matters: Next Steps

NSR16 – From Breakfast to Bedtime

NSR20 – Managing Classroom Behaviour

FORM

NSF10 – Designated Responsibilities

NSF21 – Observation Report

Behaviour management is not limited to behaviour that is deemed to be 'bad' or inappropriate but to behaviour displayed by all children in response to the circumstances in which they find themselves.

A child's behaviour will largely depend on the environment they are in. A child in a setting that is stimulating and which offers an appropriate range of activities where they can feel happy and relaxed, coupled with positive interactions with the people who care for them, is likely to experience a settled, less challenging atmosphere compared with a child who does not receive adequate responses from their carers and where resources, activities and interaction are limited. A child's behaviour may also reflect or be influenced by their home circumstances and/or other experiences outside of the setting.

Wellingtons for Langley Hall has a named person designated as responsible for supporting children's behaviour. This person is identified on the Designated Responsibilities notice **NSF10** displayed within the setting.

In Wellingtons for Langley Hall, children experience regular praise and positive reinforcement while inappropriate behaviour is managed sensitively. Children are given opportunities to interact well and encouraged to respect others.

Staff are encouraged to access training in behaviour management so that they are better able to respond to each child in accordance with their individual needs and level of understanding.

Staff will liaise with parents and other professionals to manage children's behaviour and as far as possible allow each child the opportunity to experience our setting in a positive and rewarding manner. Parents will be supported to assist in the management of their child's behaviour (they may welcome a copy of From Breakfast to Bedtime **NSR16**) and are also included in meetings and planning where appropriate.

Food is never used as a behaviour management tool. It is not withheld as a punishment (e.g. for not finishing the main course) or as a reward. No child is ever fed against their will.

Staff will not give, or threaten to give, corporal punishment to any child. Staff will also, so far as is reasonably practicable, work with parents and others who care for the children away from Wellingtons for Langley Hall to promote positive behaviour management strategies.

Staff will remain aware that a significant change in a child's usual behaviour may indicate a safeguarding concern. Staff should discuss any concerns they may have with the setting's Safeguarding Children Officer.

Use of physical restraint

It may become necessary for a child to be physically restrained to protect themselves or others from harm.

Staff should restrain a child who is violent or extremely disturbed by approaching them from the back of the child and wrapping their arms around the child to hold the child's arms against their body. Staff should speak calmly, quietly and reassuringly at this time, encouraging the child to calm down.

If physical restraint is used, this will be reported as soon as practicable to the Head of the setting and a record of the circumstances will be kept on the child's personal file using Observation Record **NSF21**. The Head of the setting will advise the parent / carer of the incident when the child is collected.

Wellingtons for Langley Hall reserves the right to ask that a child is withdrawn from the setting in the interest of other clients if they exhibit exceptionally disruptive behaviour and additional professional support is not accepted.

DEALING WITH A CHILD WITH A TEMPER TANTRUM

What causes temper tantrums?

- ❖ Frustration
- ❖ Minor upset/trauma
- ❖ Being made to do something they don't want to do
- ❖ Anxiety

Observed behaviour

A period of crying of increasing intensity, usually ending with the child throwing themselves on the floor, or banging arms, legs or head.

When do they occur?

Usually between 6 months and 6 years, mainly between 1 and 3 years.

Why?

In response to frustration: toddlers are learning all the time. Failures as they learn outnumber the successes they have. This leads to frustration. As a child becomes more able to do things, tantrums start to decrease.

Failure to communicate: children who are able to verbalise their frustrations, needs, etc. are less likely to have temper tantrums. Children who cannot verbalise their needs can sometimes use signing (Makaton) or actions to express themselves.

Anxiety: as toddlers develop, they become aware that their parent exists even when they cannot see them. They are aware therefore that they are separate from them, and this can lead to anxiety. Anxiety can also result from the toddler feeling that there is no one in control. They are too young to set their own rules/limits therefore consistent guidelines need to be set by adults.

Young children will become engrossed in activities and will not take kindly to being drawn away from something they are enjoying. It is important to distract children away to other tasks or activities or to suggest gently that they might like to try something else. Always give children a little time to assimilate the change and use freewill to do what you have asked of them.

If a child has temper tantrums

Keep a record of how often the tantrums occur, exactly how frequent are they? Make a note of what you do when the child has a tantrum. How do you react? What happens then?

Choose one particular problem area to work on e.g. putting toys away after play time, where you feel you have a chance of success. Apply the limits you have set to a situation e.g. child to put own toys away, however long it takes. Be calm and firm and stick to the task you have decided the child should perform. Do not give up and do not do it yourself because it will be quicker or something else needs your attention.

Generally, setting consistent limits for how the child should behave will increase their trust and confidence in you and decrease their anxiety.

Reward and praise good behaviour so that all children learn that this results in attention.

“Good relationships are built on creating a sense of success and then noticing it”.