



## **Behaviour Management & Exclusion Policy & Procedure**

**April 2020**

**Review April 2022**

At Acorn Childcare Centre (the Centre) we want every member of the Centre to feel valued and respected, and for each person to be treated fairly. We are a caring community, whose values are built on mutual trust and respect for each individual.

Our behaviour policy is therefore designed to support the way in which everybody can live and work together in a supportive way. We believe that all children are entitled to be cared for in an environment in which they feel safe, therefore we aim to promote an environment where everyone feels happy, valued and secure.

The Centre aims to encourage self-discipline in the children, developing their consideration to others, their surroundings and property, by praising and acknowledging positive actions and attitudes. We aim to meet the personal, social and emotional needs of children by providing clear, consistent and developmentally appropriate expectations for behaviour.

We acknowledge that there are times when issues surrounding behaviour will need to be managed and we will use this Behaviour Management Policy & Procedure to guide us through this process.

In the case of physical intervention being necessary for the purpose of averting danger to the child or others this will be recorded and parents/carers informed on the same day (or as soon as is reasonably practical) in line with government policy (Restrictive Physical Intervention (RPI) May 2013).

### **Aims and Values**

Personal, Social and Emotional Development is a core element of the Early Years Foundation Stage (EYFS). The EYFS states that “children must be provided with support which will help them to develop a positive sense of themselves and of others; respect for others; social skills and a positive disposition to learn.”

All staff at the Centre are committed to working in partnership with parents and carers in supporting children’s development in all areas, including behaviour and to take into account children’s age and stage of development. We recognise that there may be different expectations for children’s behaviour at home and at nursery. We therefore work closely with parents/carers to explain the ways in which we promote positive behaviour and to explain the ways we can work together to promote the same message to children.

At the Centre, we aim to ensure the individual needs of all children are met by providing clear, consistent and developmentally appropriate expectations for behaviour through:

- **Respect:** to encourage all children to have respect for themselves, for other people (their feeling, beliefs and values) and for the nursery environment including equipment and property.
- **Understanding and compassion:** to help children to understand other people's views and experiences and to be caring and tolerant towards others
- **Responsibility:** to enable children to have an increasing ability to make choices and take responsibility for their own actions. In particular, we help children to develop an understanding of the consequences of their behaviour.
- **Fairness and equality:** to give children an understanding of how to be fair to all: how to share and give everyone an equal chance (within the context of everyone having different needs). All staff will demonstrate this behaviour in their actions also.
- **Kindness:** to promote acts of kindness to each other and to assist children in ways of being gentle towards each other.
- **Support and the use of positive reinforcement:** to acknowledge considerate behaviour, reinforcing positive behaviour developing children's confidence and self esteem.

#### **The Centre intends to:**

- Encourage co-operative and caring behaviour at all times.
- Support children to develop a sense of respect for one another.
- Develop children's social skills and support children to acknowledge what is acceptable behaviour.
- Develop children's self esteem, self discipline and confidence.
- Acknowledge considerate behaviour.
- Practice positive reinforcement.
- Encourage children to resolve conflict.
- Support children to recognise and understand emotions.
- Support children to understand and acknowledge inappropriate behaviour.
- Never use raised voices, physical restraint is humiliation to manage behaviour.
- Use developmentally appropriate strategies for managing behaviour.
- Record incidents of inappropriate behaviour and liaise with parents where necessary.
- Work together as a team to ensure a fair and consistent approach to managing incidents

As part of the induction procedure, all staff will be made aware of the procedure to manage behaviour according to clear, positive, consistent guidelines. Staff will make every effort to act as good role models to children by behaving in a friendly and considerate manner themselves, creating an atmosphere of respect and value for one another.

Staff will be made aware that it is totally unacceptable to physically or verbally harass any child. Where such an incident occurs, the disciplinary procedure will be implemented.

Staff will work effectively together as a team and show a fair and consistent approach to incidents. They will discuss any concerns with parent/carers in an attempt to understand and identify possible causes of negative behaviour.

Positive behaviour will be praised and each child starts every day with a 'clean slate'.

Staff will attempt to focus directly on positive features of the child's behaviour.

The Centre will have a named practitioner with overall responsibility for Behaviour Management who will have undertaken relevant training and will have the skills necessary skills to advise other staff.

**The named person is Donna Downs**

**Supporting Behavioural Strategies and Procedures**

Where negative behaviours are recognised or observed staff will intervene appropriately, in a clear, calm and positive manner, to support children to reconcile conflict. This will be done in an age appropriate approach.

**The Centre helps children look after themselves by:**

- Praising them: focusing on the positive things they do
- Helping them to recognise their feelings and express themselves in an acceptable way
- Encouraging them to ask for help from peers as well as adults
- Encouraging their attempts and identifying with a view to planning for their interests
- Building their independence through self-help skills
- Encouraging them to see the good in others
- Encouraging them to learn from each other

**The Centre helps children to care about others by:**

- Using conflict resolution and keeping calm
- Modelling appropriate behaviour
- Working on and reinforcing the understanding of feelings, e.g. in circle time
- Naming and making feelings clear including the consequences of their actions: reflecting back to children
- Being aware of the power of language, i.e. not being confrontational or negative
- Boosting self-esteem
- Giving time to listen and help acknowledging their responses sensitively

**The Centre helps children to be polite by:**

- Modelling behaviours.
- Encouraging children to wait their turn
- Talking one at a time: listening to each other without interrupting when someone is already speaking
- Giving children clear messages and setting an example

**The Centre asks children to look after equipment by:**

- Encouraging children to use equipment appropriately
- Teaching them about health and safety
- Encouraging them to help mend broken toys and equipment
- Playing games, e.g. in circle time and considering, "How do we look after this?"
- Washing the bikes, toys etc.
- Reminding them to tell us about breakages
- Looking after the equipment ourselves and therefore modelling it

### **The Centre helps children to care about the environment by:**

- Making it as attractive as possible
- Cleaning tables
- Tidying up together
- Displaying children's work
- Picking up rubbish
- Providing labelled storage
- Looking after outdoor plants
- Explaining proper care and use of areas (painting area, home corner, sand pit etc)
- Noticing, acknowledging and praising 'careful handling' and modelling it
- Sharing responsibility

There will also be a regular assessment of the environment to ensure that it is not having a negative impact on behaviour and that all children's needs are being met.

### **Examples of Behaviour and Strategies**

Children display a range of behaviours at this age, most of which are to be expected for their age and in particular when they are new to a nursery environment. Staff may be expected to deal with behaviour, such as inappropriate shouting out, having a 'tantrum', snatching and walking away at tidy-up time etc. Intervention will be low key and may include one of the following:

- Using a positive statement, e.g. "If you want to throw something, you could go outside and throw a ball"
- Explaining any concerns e.g. "If you lean back on your chair you may fall over"
- Giving choices
- Having a group discussion or circle time about visual pre-school codes

Staff will deal with more challenging behaviour by:

- Labelling the behaviour not the child, e.g. saying "I don't like it when...." or "It's not okay to...."
- Using non-confrontational language, e.g. "When sand is thrown...." instead of "When YOU throw sand..."

Where behavioural difficulties continue, parent/carers will be further invited into the setting to talk with relevant staff. By working together, the Centre and the parent/carer will explore possible underlying causes and share positive strategies in order to ensure a consistent approach between setting and home. An action plan to be shared by the centre and the parent/carer will agree to monitor and review outcomes.

A minority of children may need additional or different support, beyond that of other children of the same age. Support for these children, in collaboration with parents/carers may involve setting up an Individual Education Plan (IEP) with specific targets related to behaviour. For further information on this, please refer to the Centre's Special Educational Needs Policy. Where appropriate, this stage may include referral to external agencies for additional support/assessment with parent/carers' consent.

In the unlikely event that support for SEN does not provide positive outcomes a core-group will be established in liaison with parent/carers under the guidance of the Birth to Five Service.

### **Procedure For Managing Unacceptable/Inappropriate Behaviour**

- Where unacceptable behaviour is recognised or observed staff will intervene appropriately in a clear, calm and positive manner, to support children to reconcile conflict.
- Staff will employ age-appropriate distraction techniques and discussion, explaining why the behaviour is unacceptable, whilst reassuring the child that it is the behaviour, not the child that is being questioned. At this stage staff will work with the child to agree what is required to improve the behaviour including the rewards and sanctions to be used in managing the behaviour. Within the Out of School Clubs, the use of yellow and red cards will be used as appropriate sanctions (Appendix A).
- Where the inappropriate behaviour continues, parent/carers will be invited into the setting to discuss the situation and support the management of behaviour by working together to ensure a consistent approach between the Centre and home. This may include the introduction of a report system at the Out of School Clubs.
- After 6 weeks, the situation will be reviewed or if the behaviour deteriorates the review date will be brought forward and where there continues to be no improvement in inappropriate behaviour, a further meeting will be arranged with parents/carers to discuss the situation in more detail to establish/identify any underlying issues/difficulties. An additional support plan will be agreed setting targets which enable a consistent approach between home and the Centre. At this stage, a referral may be made to Birth to Five or external agencies for additional support/assessment, with parent's consent. The targets set will be reviewed after a 6-week period.
- The Centre does not wish to exclude any child but sometimes this may be necessary as per the process for exclusion within this Policy.
- All serious incidents will be recorded on an Incident log and kept in the child's file. This may be used to build a pattern of behaviour, which may indicate an unknown underlying cause. Where causes of incidents indicate possible abuse, child protection procedures will be implemented.

This policy will be used in conjunction with the Anti-Bullying Policy and Behaviour Management & Exclusion Policy as operating within Malcolm Sargent Primary School, particularly for school-aged children attending Out of School Clubs.

### **Process For Exclusion**

The decision to exclude a child will be taken in the following circumstances:

- (a) In response to a serious breach of the Centre's Behaviour & Exclusion Policy
- (b) If allowing the child to remain in the care of the Centre would seriously harm the welfare of other persons or the children including him/herself whilst in the care of the Centre.

Exclusion is an extreme sanction and is only administered by the Centre Manager. Exclusion, whether for a fixed term or permanently, may be used for any of the following, all of which

constitute examples of unacceptable conduct, and are infringements of the Centre's Behaviour & Exclusion Policy:

- Verbal abuse to staff and others
- Verbal abuse to pupils
- Physical abuse to/attack on staff
- Physical abuse to/attack on pupils
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which the Centre's sanctions and other interventions have not been successful in modifying the child's behaviour.

This is not an exhaustive list and there may be other situations where the Centre Manager makes the judgement that exclusion is an appropriate sanction.

### **Permanent Exclusion**

The decision to exclude a child permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

- The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.
- The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a child for a first or 'one off' offence. These might include:
  - Serious actual or threatened violence against another pupil or a member of staff
  - Sexual abuse or assault
  - Supplying an illegal drug
  - Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 1993 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him").
  - Arson

## **Appendix A**

### **Yellow/Red Cards**

Every step of the way, parents are informed and warnings will be documented against the relevant child's record. Warnings will be given for bad language, rudeness and arguing with staff members. Red card issued immediately for fighting/hurting another child.

**Verbal x 1**



**Yellow x 2**



**Red x 1**

Repeat offending within one week the report card will be put in place after a meeting with the parents.