

# *Rainbow Pre-School & Extended Services*



## **Rainbow Pre-School and Extended Services** **Behaviour Management and Relationship Policy**

### **Policy Statement**

We aim to provide a safe, supportive and caring environment in which children can develop to their full potential as individuals. We believe children flourish best when they know how they are expected to behave. Children gain respect through interaction with caring adults who show them respect and value their individual personalities, which develops positive relationships. We will encourage positive, caring and polite behaviour, giving praise when due to develop an environment where children learn to respect themselves, other people and their surroundings.

| A Unique Child         | Positive Relationships  | Enabling Environments        | Learning and Development                       |
|------------------------|-------------------------|------------------------------|--|
| 1.1 Child Development  | 2.2 Parents as Partners | 3.2 Supporting every child   | 4.4 Personal, social and emotional development |
| 1.2 Inclusive practice | 2.3 Support Learning    | 3.3 The learning environment |  |
| 1.3 Keeping Safe       |                         |                              |  |

### **Procedures**

The Head of Teaching and Child Development is the person who has overall responsibility for issues concerning behaviour. The named person will; keep her/himself up-to-date with legislation and research and thinking on handling children's behaviour, access relevant sources of expertise on handling children's behaviour, check that all staff have relevant in-service training on handling children's behaviour and building relationships within the setting.

Children need to have boundaries set which guide their behaviour, for their own safety and the safety of their peers. We aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, in their own environment and for those around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

We follow the Positive Early Childhood Education (PECE) program's approach to managing children's behaviour.

☐ All staff, students and volunteers are made aware of the behaviour management and relationship policy.



- ☐ We recognise that all children are individuals.
- ☐ We encourage self-discipline, consideration for each other, our surroundings and property.
- ☐ Children are provided the opportunity to participate in a wide range of group activities to enable them to develop their social skills.
- ☐ We work in partnership with parents and carers by communicating openly.
- ☐ Parents will be informed on the same day of any intervention used to manage behaviour.
- ☐ We use descriptive praise with children to acknowledge their positive actions and attitudes therefore ensuring that children see that we value and respect them.
- ☐ We promote non-violence and encourage the children to deal with conflict peaceably.
- ☐ We operate a key worker system which enables staff to build a strong and positive relationship with children and their families.
- ☐ In any case of unwanted behaviour, it will always be made clear to the child or children in question, that it is the behaviour and not the child that is unwelcome.
- ☐ If any form of manual or physical contact is required in a situation where a child's behaviour is deemed as unsafe to their self and/or to those around them we will follow the guidance in our Staff Code of Conduct. If a child needs to be moved to a quiet area because their behaviour is deemed as unsafe to themselves and/or those around them, a suitable area will be used (this area will be chosen according to behaviour/child's needs) and two qualified staff will be present at all times. This will be discussed with the child's parent(s). Parents will be informed on the same day of any intervention used to manage behaviour.
- ☐ How a particular type of behaviour is handled will depend on the child's age, level of development and the circumstances surrounding the behaviour. One of the PECE 'consequence' strategies will be used following use of the 'start or stop routines'. It may involve the child being asked to talk and think about what he or she has done.
- ☐ Parents will be informed if their child is unkind to others or if their child has been upset. In all cases inappropriate behaviour will be dealt with at the time. Parents may be asked to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between their home and the setting. In some cases we may request additional advice and support from other professionals, such as an educational psychologist.
- ☐ Confidential records will be kept on any negative behaviour that has taken place. Parents/carers will be informed and asked to read and sign any entries concerning their child.
- ☐ Through partnership with parents/carers and formal observations, staff will make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions an individual behaviour plan will be implemented.
- ☐ We do NOT use any form of physical or corporal punishment. Smacking, shouting, or shaking is not permitted by any staff member, student or visitor. Children will not be singled out or humiliated in any way.
- ☐ We recognise that codes for interacting with other people vary between cultures and staff are required to be aware of this and respect those used by members of the setting. Our rules are concerned with safety and care and respect for each other. It is important to acknowledge when a child is feeling angry or upset and that it is the behaviour we are rejecting, not the child.
- ☐ Staff should endeavour to actively encourage positive behaviour through affirmation, encouragement and a desire to build the self-esteem and value of all who attend the setting. They should challenge negative behaviour when it occurs. They should be fair and consistent, always acting within the policies of the organisation.



- ☐ We expect all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy. Staff reflect on their practice to prevent falling into 'common educator traps' outlined by the PECE program.
- ☐ When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.
- ☐ We help children to understand the effect that their hurtful behaviour has had on another child; we do not force a child to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- ☐ We never send children out of the room by themselves. Any child who displays unsociable or aggressive behaviour should be withdrawn from the group or activity in order to calm down. Staff will discuss the incident with the child, encouraging them to consider their actions. The child must not be left alone or be out of sight.
- ☐ We do not shout or raise our voices in a threatening way to respond to children's behaviour.
- ☐ We recognise that rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not problematic or aggressive.
- ☐ We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to goodies and baddies and as such offer opportunities for us to explore concepts of right and wrong.
- ☐ We try to tune into play, perhaps suggest alternative strategies for heroes and heroines, making the most of teachable moments to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolutions.
- ☐ We recognise that babies and very young children are unable to control their own emotions such as fear or anger, and require sensitive adults to help them do this.
- ☐ We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security for the child.
- ☐ Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff will remain calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help promote understanding of their feelings and/or resolve any issues. If tantrums, biting or fighting are frequent, we try to find the underlying cause – such as a change or upheaval at home, insufficient language or change of carers. Sometimes a child has not settled in well and the behaviour may be a result of separation anxiety. We will work closely with parents and carers to discover reasons and respond to the child's needs.

## **Bullying**

Bullying of one child by others or by adults is totally unacceptable and will not be tolerated. This may be in the form of verbal bullying, such as name-calling, physical bullying or threats and harassment. This will be dealt with in the same way as other forms of unsociable or aggressive behaviour

If a child bullies another child or children:

- ☐ we intervene to stop the child harming the other child or children;
- ☐ we explain to the child doing the bullying why her/his behaviour is inappropriate;
- ☐ we give reassurance to the child or children who have been bullied;
- ☐ we help the child who has done the bullying to recognise the consequence of their action;
- ☐ we make sure that children who bully receive praise when they display acceptable behaviour;
- ☐ we do not label children who bully;



- when children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour. Full records of bullying incidents are recorded.
- when children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

### **Exclusion or Suspension**

In most cases, negative or bullying behaviour can be addressed according to our behaviour management policy. Where unwanted behaviour persists, no signs of improvement are evident or the safety of other children is put at risk more serious actions may have to be taken through suspension & exclusion.

There may be occasions when strategies followed from our behaviour management policy alone will not alter or prevent negative behaviour. Parents/carers will be asked to meet with staff to discuss the situation and agree how all parties can support the child. External agencies may also be called in for support and advice.

As a last resort, the preschool has the right to temporarily suspend or permanently exclude a child in the event of persistent and un-resolvable, unacceptable behaviour.

Only in the event of an extremely serious or dangerous incident or series of incidents will a child be suspended with immediate effect. In such circumstances, parents/carers will be contacted immediately and asked to collect their child.

In the event of a suspension, the supervisor will arrange a meeting with the parents/carers to discuss the incident and decide if it is possible for the child to return to preschool. In setting such a sanction, consideration will obviously be made according to the child's age.

### **Bullying or Grievances to a staff member**

We do not in any circumstance accept any forms of bullying or harassment to a staff member, either from a fellow staff member, a parent or a professional involved with the organisation.

If a staff member feels they have a grievance they can consult with their line manager. If it is about their line manager, they can go to the Head of Teaching and Child Development. If they feel they need to take this further, all staff are made aware that they can follow our Complaints Procedures and contact the Committee.

All staff must follow Rainbow Pre-School and Extended Services' Core Values: Respect, Collaboration, Passion, Awe-Inspiring, Reflective and Listen in their daily practice. Staff provide examples of how they do this in their Supervision meetings where they can also raise any concerns they may have.

This policy was adopted by

Rainbow Pre-school & Extended Services

On

27<sup>th</sup> Sept 2012

Date reviewed:

4<sup>th</sup> July 2013

1<sup>st</sup> Dec 2014

8 September 2015

9<sup>th</sup> September 2016



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11<sup>th</sup> Sept 2017

18<sup>th</sup> September 2018

16<sup>th</sup> Sept 2019

20<sup>th</sup> September 2020

7<sup>th</sup> June 2021

1<sup>st</sup> October 2021

28/09/2023

10<sup>th</sup> September 2024

Signed on behalf of the provider

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H Adams

Name of signatory

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Hannah Adams

Role of signatory (e.g. chair, director or owner)

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Head of Teaching and Child Development

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