

# TURVEY PRE-SCHOOL PLAYGROUP

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## Behaviour Management Policy

Turvey Pre-school aim to provide a positive environment for all involved, including children, staff, parents, volunteers and visitors. With every child and adult deserving the right to feel safe and respected.

Staff to have understanding of the policy and ensure they are promoting and modelling positive behaviour, aiding to promote children's welfare and development.

Turvey Pre-school want to ensure everyone feels safe and secure within their child-led environment, to develop their play and learning without fear.

We hold children's independence, self-confidence, self-esteem and mutual respect as priority within our ethos. These abilities will allow the children to flourish and thrive within our setting.

All children will be supported in their understanding of how to behave appropriately and offered strategies in order for them to achieve this.

Turvey Pre-School will not tolerate any form of abuse under any circumstances.

### Staff Responsibilities:

- Be good role models
- Staff to treat all child, families and staff members with respect, consideration and without judgement
- Staff to ignore negative behaviours and praise positive behaviours
- To promote gentle reminders, kind hands
- Encourage turn taking / sharing. Using visuals of the sand time to reinforce
- Staff not to discuss negative behaviours around children or parents
- Staff to show consistent and positive attitude when dealing with negative behaviour
- Encourage group play to promote these skills, sharing and turn taking
- Listen and try to understand what a child is trying to communicate
- To ensure golden rules are followed and embedded
- Use positive language 'show me your walking legs' rather than 'don't run inside'
- To ensure children understand that behaviours do have consequences
- Help children to deal with the situations of negative behaviour, using phrase – 'Stop I don't like it'
- To provide an environment that is stimulating and resources that are age appropriate,
- To ensure that staff follow through allowing children to understand that their behaviour is undesired
- Staff will never use negative language to a child or adult. Such as 'Naughty'
- Staff never humiliate a child or other adult
- Staff will never raise their voice or shout at a child or adult
- Physical punishment should never be used, such as smacking or shaking
- Will allow children time / quiet space to calm down if necessary. Once child has calmed staff will talk to the child about their behaviour.

- Offer activities to help children understand their own feelings and feelings of others
- Praise desirable behaviour, kindness, concern and sharing
- If recurring patterns occur, staff to discuss in meeting to plan the best approach. Keyperson or leader to discuss with parents, to ensure consistency / possible triggers.
- To have awareness of the full picture, not to assume or place blame. To use ABC to gain better understanding if needed.
- To have understanding of child's age, development needs, and children with SEN, may add to certain behaviours.
- Do not use any physical intervention, unless it is deemed necessary to prevent harm or personal injury to the child, other children, adults or serious damage to property. All intervention should be discussed with the Leader. The information to be recorded in the child's personal file and the information should be shared by Jodie Finch or Rachel Eyres, with parents.
- Allow parents to be included in making joint decisions about their child
- Staff to record incidents and any interventions used.
- Staff will always try to find / understand reasons for behaviour

### **Use of physical intervention**

Staff use different forms of physical contact with a child as part of their interaction in the setting especially when they are comforting a child or giving first aid.

**However, physical intervention to keep a child or other children safe is different and should only be applied in exceptional circumstances.**

The EYFS states that physical intervention from a staff member towards a child may be used for the purposes of "averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if it is absolutely necessary".

Staff to ensure they do all they can to avoid using a physical intervention. It is not the preferred way of addressing children's behaviour.

To offer protection to children a range of appropriate interventions may be needed before physical intervention is applied. Most single incidents such as a child throwing a book on the floor or kicking a chair usually only require a verbal intervention from a member of staff.

In situations where a child places themselves or others in danger, this may need an immediate response which requires the use of both verbal and physical intervention.

If physical handling for a single or repeated incident is needed from a member of staff, this using takes form in the member of staff restricting a child's movement against their will. This should be an adult's body gently and safely blocking the child from access to danger or to prevent danger,

To physically intervene, an educator may use “reasonable force” to protect a child from injuring themselves or others. Legally an educator may also use reasonable force to prevent a child from damaging property.

However, we would expect that in instances of damaging physical property a child would only experience a physical intervention if the broken property presented a risk or is high value.

If a situation arises which requires urgent physical hands-on intervention this is best applied by the staff who knows the child well such as their key person who is more able to calm them or use other known methods for defusing situations without physical intervention.

### **Physical handling**

We use the principle of applying reasonable minimal force and handling in proportion to the situation. Staff use as little force as necessary to maintain safety. This intervention should only be used for as short a period as possible to keep the child safe and maintain well-being by aiming for:

- keeping the child’s safety and well-being paramount
- a calm, gentle but firm approach and application of the intervention
- never restricting the child’s ability to breathe
- side-by-side contact with the child
- no gap between theirs or the child’s body
- keeping the adults back as straight as possible
- avoiding close head-to-head positioning to avoid injury to the child and themselves (head butting)
- only holding the child by their ‘long’ bones to avoid grasping at the child’s joints where pain and damage are most likely to occur
- avoiding lifting the child unless necessary
- reassuring the child and talking about what has happened
- only applying a physical intervention on a disabled child if training or preferred method is provided from a reputable external source e.g. British Institute of Learning Disabilities [www.bild.org.uk/](http://www.bild.org.uk/)

### **Risks**

There are risks associated with any physical intervention and handling of a child. The younger and more vulnerable a child may be, the greater risk to the child of using physical intervention towards them. However, there are also risks to children associated with not intervening physically; for instance, if an educator did not take hold of a child by the wrist, they may have run into the path of a fast-moving car.

Before intervening physically to protect a child from immediate harm an educator needs to decision make in a split second, considering the following factors. This is described as dynamic risk assessment.

- What is the immediate risk to this child if I do not intervene now?
- What might the risks be if I do intervene? If this was my child, what would I want someone looking after them to do in this situation?
- What is the minimum level of intervention that will be effective here? How can I do this as gently as possible for as short a time as possible and how am I going to manage myself to stay calm?

## **Recording**

Any instance of physical intervention is fully recorded immediately and reported to the leader as soon as possible on a **safeguarding incident reporting form**, ensuring that it is clearly stated when and how parents were informed. Parents are asked to sign a copy of the form which is then kept on the child's file. The leader will notify the parents, ensuring that the parent signs to say they have been notified. An individual risk assessment should be completed after any physical intervention with a child which considers the risks and likelihood of such behaviour re-occurring and how this will be managed. The risk assessment should be agreed and signed by parents.

## **Temporary suspension (fixed term)**

Any decision to temporarily suspend a child must be carefully considered lawful, reasonable and fair. If despite following the stepped approach for behaviour it is necessary to temporarily suspend a child, for no more than five days, on the grounds of health and safety, the following steps are followed.

- The setting manager to provide a written request to suspend a child which is shared with the Chair; the request must detail the reason why the child must be suspended and the length of time of the proposed suspension.
- If the Chair approves, the parents must be invited to a meeting to discuss next steps. Parents are invited to bring a representative along. Notes must be taken at the meeting and shared later with the parents. The meeting must aim for a positive outcome for the child and not to suspend.
- If no acceptable alternative to suspension is found then the setting manager must give both verbal and written notice of time related suspension to the parent, meanwhile the setting manager must ensure that continued resolution is sought and suitable adjustments are in place for the child's return.

## **Suspension of a disabled child**

We have a statutory duty not to discriminate against a child on the basis of a protected characteristic. This includes suspending a child based on a disability. Ignorance of the law or claiming it was unknown that a child was disabled is no defence. However, if the child's behaviour places themselves or others at risk then the setting must take actions to avoid further harm. Time limited suspension may be applied to keep the child and/or others safe whilst finding a solution. Suspension is only used if reasonable steps and planned

adjustments are first used to help resolve the situation. Without this action, suspension of a child with SEND may constitute disability discrimination (Equality Act 2010). A decision to suspend a disabled child must be clearly evidenced, specific, measurable, achievable, realistic and targeted. Plans and intervention must be recorded on the child's file and 9.12b SEN Support - Action plan. If little or no progress is made during the suspension period, the following steps are taken.

- The setting manager sends a written/electronic invite to the parents, a local authority representative and any relevant external agencies to attend a review meeting. Each attendee must be made aware that the meeting is to avoid the situation escalating further and to find a positive solution.
- After the meeting the setting manager continues to maintain weekly contact with the parents and local authority to seek a solution.
- Suitable arrangements offer the parent continued support and advice during the suspension. The setting manager reviews the situation fortnightly and provides their line manager with a monthly update.

### **Expulsion**

In some exceptional circumstances a child may be expelled due to:

- if despite applying a range of interventions (including reasonable adjustments), the setting has been unable to adequately meet the child's needs or cannot protect the health, safety and well-being of the child and/or others.

### **Challenging unwanted behaviour from adults in the setting**

We do not tolerate behaviour demonstrating dislike, prejudice, discriminatory attitudes or action towards any individual/group. This includes those living outside the UK (xenophobia). This also applies to behaviour towards specific groups of people and individuals who are British Citizens residing in the UK.

Allegations of discriminatory remarks or behaviour made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises. Where a parent makes discriminatory or prejudice remarks to staff at any time, or other persons while on the premises, this is recorded on the child's file and is reported to the setting manager. The procedure is explained and the parent is asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent requesting them to sign a written agreement not to make discriminatory remarks or behave in discriminatory or prejudice ways; the third stage may be considering withdrawing the child's place.

## **Links to legislation**

Children's Act 1989 and 2004

Employment Equality (religion and belief) (Sexual Orientation) regulations 2003

Every Child Matters – Change for children 2004

EYFS

[Behaviour Matters](#) (Alliance 2016)