

Behaviour Policy

Policy Statement

St Paul's Trust recognises that children thrive best when they know how they are expected to behave and should be free to learn, play and enjoy themselves without fear of being hurt or unfairly restricted by anyone else.

A positive and consistent approach is taken towards managing behaviour with a commitment to providing a caring, happy and safe environment that promotes positive behaviour and is inclusive of all children.

Staff will receive training and support to manage and understand children's behaviour within our Early Years and Primary Services settings.

Children are encouraged to take increasing responsibility for themselves and their actions, to respect and care for themselves, to develop empathy towards the well-being of others and to look after the environment in line with British Values. This is further encouraged through a system of rewards and sanctions

With support from staff, children can develop positive relationships with others and learn to resolve conflict successfully

It is our priority to understand the reason for a child's behaviour and it is recognised that problems of behaviour are often a product of a complex interaction, between the child, the setting, the family, the community and the wider society. Good parent partnership is central to working effectively with all children.

It is important to recognise the children's age and stage with regards to behaviour management. In addition, the environment and structure of the day is important and must not be underestimated; therefore these areas are monitored and evaluated continuously.

All persons involved in behaviour management (pupils, staff and parents) have the right to have their views and feelings taken into account at all times.

Each setting within St Paul's Community Development Trust has a named Co-ordinator for Behaviour Management.

Environment, routines and boundaries

We organise the learning environment so that it has a positive impact on behaviour in terms of space, access, choice and routine. Routines within the setting are consistent to ensure that children feel confident and secure.

We establish clear expectations and boundaries for behaviour, appropriate to the children's level of understanding.

Children are encouraged to care for their environment by treating equipment appropriately, tidying and helping at lunch times. This is supported through planned activities and routines to encourage sharing, negotiation and cooperation.

Promoting positive behaviour

Adults within the setting model positive behaviours through their actions and words in all situations and contexts.

Children's self-esteem is developed by enabling them to be successful, treated as individuals, listened to and taken seriously.

We encourage appropriate behaviour in all interactions with children and staff and show that positive behaviour is valued and rewarded through a variety of ways such as encouragement and praise, stickers, certificates and reporting positive feedback to parents.

The praise that is given to children relates specifically to the behaviour or the action rather than the child. For example "good listening" rather than "good girl/boy".

We discuss with children and what is acceptable behaviour, encouraging positive behaviour through play, learning activities and routines using a variety of age-appropriate methods and tools.

Expectations of adults in the setting are:

- To understand children and their developmental stages
- To be simple and direct and give children time to comply
- To show understanding and to listen to the child
- To be consistent
- To set clear boundaries
- To model positive behaviour
- To encourage and reward positive behaviour
- To develop knowledge of the child and possible triggers
- To work with parents/carers to develop shared strategies
- To develop knowledge of different strategies and ways of managing behaviour
- To give children the opportunity resolve conflicts by themselves
- To remain calm and assess all incidents to ensure that the whole situation is understood as fully as possible.
- To recognise own emotional state.

Dealing with negative behaviour

Inappropriate behaviour is discouraged. We consider inappropriate behaviour to be bullying, racism, homophobia, violence, inappropriate language, rudeness and damage to equipment. It is important to recognise the impact of children's negative behaviour on the child and others around them.

Staff are trained to deal with situations and resolve them quickly and positively in ways appropriate to the child's level of understanding, intervening at the earliest stage and involving parents where possible.

Where appropriate, children are given a clear and concise explanation as to why the behaviour is unacceptable.

We identify and implement strategies according to the child's understanding and needs that discourage negative behaviour. This may be to refocus the child's attention or a reminder to share etc.

Children consistently displaying unacceptable behaviour at any time will be removed from the immediate situation for a short period of time, following the settings "time out procedure".

We reinforce that it is the behaviour that is unacceptable and not the individual through our language and actions when dealing with the incident and after.

Children are supported to resolve conflicts and encouraged to develop assertive strategies to challenge the negative behaviour of others.

Circle times and group times provide an opportunity to talk about appropriate behaviours, sanctions and ways of dealing with our emotions.

All significant incidents relating to behaviour are recorded on an Antecedent, Behaviours and Consequences (ABC) form, to identify any triggers and assess whether strategies used are appropriate. Parents will be informed of these incidents. Children may be supported with an Individual Behaviour Plan and where needed, external agencies will be involved.

Time out procedure

Time out should only be used if a child has done something unacceptable, it is important that the whole circumstance has been observed and understood.

Time out should mainly be used to calm a stressful situation and provide opportunity to calm down and think.

1. Warning given that child will be asked to leave the activity, with a clear, age appropriate explanation.
2. If behaviour continues child should be asked to leave/removed from the activity with a clear, age appropriate explanation.
3. Should behaviour continue - child should be given a time out warning with a clear, age appropriate explanation.
4. If behaviour continues, time out should be given (use a chair or floor space) with a clear age appropriate explanation.
5. Time out should be for no more than 1 minute per year of the child's age.

6. The child should be invited back to play, thanked for listening and if appropriate asked if they want to apologise. An apology however should never be insisted on.

It is important that the approach to timeout is consistently used, however flexibility is also needed with regard to the needs and understanding of individual children.

Staff will follow these stages of intervention in this order, though there may be occasions where it is appropriate to come in at stage 4 where behaviour is more extreme or deliberate.

Where removal or timeout results in a tantrum, the child should be given opportunity in a safe environment to calm down. Their anger should be acknowledged and time given to talk and listen.

Physical Intervention

Physical intervention will only be used to prevent children from causing harm to themselves, to others or serious damage to property. All such incidents are recorded by staff and reported to parents on the same day. Physical punishment or any punishment which could have an adverse impact on the child's well-being is never used or threatened

We will ensure that all staff when responding to unacceptable behaviour, do not humiliate children.

Staff will receive training and support with regards to physical intervention.

Reviewed December 2015