

Rainbow Early Years

Behaviour management policy

Statement of intent

Our group believes that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else.

Aim

We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment. The group adheres to our set of 'Rainbow Rules' alongside the Fundamental British Values (HM Gov 2015) of "democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs".

Methods

- Our named person who has overall responsibility for issues concerning behaviour is Jo Clarke, Manager. (Although this is no longer an Ofsted requirement)
- We require her to:
 - Keep up-to-date with legislation, research and thinking on handling children's behaviour;
 - Access relevant sources of expertise on handling children's behaviour; and
 - Check that all staff, have relevant in-service training on handling children's behaviour. We keep a record of staff attendance at this training.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We require all staff, volunteers and students to use positive strategies for handling any conflict by helping children find solutions

in ways that are appropriate for the children's ages and stages of development - for example distraction, praise and reward.

- We familiarise new staff members and volunteers with this Behaviour management policy and our 'Rainbow Rules' during their induction period.
- We expect all members of the group - children, parents, staff, volunteers and students - to abide by the 'Rainbow Rules', requiring them to be applied to give continuity of rules within the group.
- We praise and endorse positive behaviour such as kindness and willingness to share or take turns.
- Medals, stickers, certificates etc can be given as a reward for positive behaviour, if this is a method that has impact with specific children.
- We avoid creating situations in which children receive adult attention only in return for undesirable behaviour.
- We recognise that codes for interacting with other people vary between cultures and require all staff to be aware of, and respect, those used by all members of the group.
- When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.
- We never send children out of any room by themselves.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our Manager and are recorded on our Incident forms. A parent/carer is informed on the same day and is asked to sign this Incident form to indicate that they have been informed of the situation.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's behaviour. Adults are expected to go to the child and not shout across a room to stop unwanted behaviour.
- We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development - for example by distraction, discussion or by withdrawing the child from the situation.

- We work in partnership with children's parents/carers. Parents/carers are regularly informed about their children's behaviour by their Keyperson or the Manager. We work with parents to address recurring unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately.
- All children receiving Easter/Birthday/Christmas/ Leavers gifts are for the whole group and never from staff individually. Staff may send thank you cards to families if they wish through permission from the Manager to share family addresses etc.

Manual handling procedure when restraining a child

It is impossible to eliminate manual handling risks altogether but following correct manual handling procedure will minimise the risk of injury to both the staff member and the child.

A variety of injuries may result from poor manual handling and all staff and students must be aware and adhere to our manual handling procedures.

Carrying children

- If the child is old enough and able to understand, ask them to move to a suitable position that is easily to pick up and ask them to hold on to you as this will support you and the child when lifting
- Do not place the child on your hip; carry them in front of you in order to balance their weight equally
- Wherever possible do not carry a child a long distance
- Avoid carrying anything else when carrying a child, make two journeys instead or ask a colleague to assist you
- Students and pregnant staff members are subject to their own risk assessment

Never attempt manual handling unless you have been trained and given permission to do so. Ensure that you are capable of carrying out the task, people with health problems and pregnant women may be particularly at risk of injury.

A child identified with a need that may impact on manual handling needs will attend the setting with a health care plan. That health care plan

should be followed at all times and the member of staff caring for that child will have the necessary training needed to follow the manual handling needs of that child.

Physical restraint

Physical restraint is appropriate only when preventing children:

- Injuring themselves or others
- Causing damage to property
- Engaging in behaviour which is affecting or disturbing other children to the extent it may be difficult to maintain a calm environment

Staff must be aware they have a duty of care to all children in the setting therefore should take reasonable action to ensure children's safety and well being.

Staff are however not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention or place the child at risk of injury also. In some circumstances it may be necessary to seek support from another member of staff before intervening physically.

Physical restraint is a last resort; the following are some points to follow and remember in cases where it is necessary:

DO

- Tell children what you are doing and why
- Use the minimum force necessary
- Involve another staff member if possible
- Tell the child/young person what they should do for you to remove the restraint (you may need to repeat this frequently)
- Use simple and clear language and visual cards if required by the child's needs.

DON'T

- Act in temper (if you can't control your emotions get another staff member to deal with the situation and remove yourself from it)
- Involve other children/young people in the restraint
- Touch or hold the child/young person in inappropriate areas
- Twist or force a limb back against a joint

- Bend fingers or pull hair
- Hold the child/young person in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, kick or punch
- Trip up the child/young person
- Grab or pull the child by their arms.
- Be left alone with a child, seek support from others.

Bullying

Bullying involves the persistent physical, verbal or emotional abuse of another child or children. We take all cases of bullying very seriously.

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 their 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 apologise for their actions if the adult believes this is appropriate;
- 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; and
- 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.

This individual policy forms part of a larger policy document and should be read alongside our other individual policies.

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Date of next review: _____