

Safeguarding and Welfare Requirements: Welfare	
Policy Name:	Behaviour Management Procedure
Policy Creation Date:	December 2018
Last review:	March 2023
Next review:	March 2024
Owner:	Children's Service Manager
Related Documents:	Behaviour Management Plan - Appendix 15 Restrictive Physical intervention Policy and Procedure Anti-bullying Policy and procedure

The Rainbow Centre requires all staff, volunteers and students to use positive strategies for handling inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's stages and ages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.

We believe that all children have the right to feel valued, respected, and safe. For this to happen in practice, we have a responsibility to behave in ways that enable all of us to feel free to explore and learn without fear of being hindered or hurt. We provide guidelines on how to support this vision; it recognises that learning self-regulation and socially appropriate behaviour is a developmental process and that in modelling positive behaviour at all times and managing challenging behaviour appropriately and competently, we can provide for the needs of the individual as well as ensuring the safety and wellbeing of everyone.

Examples of behaviour:

1. Rough and tumble play and fantasy aggression

Children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for children and acceptable within limits.
- We regard these kinds of play as pro-social and not as problematic or 'aggressive'.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- 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 the concept of right and wrong.
- We are able to tune in to the content of the play, perhaps to 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 resolution.

2. Hurtful behaviour

We take hurtful behaviour very seriously. Children will at some stage hurt or say something hurtful to another child, member of staff, volunteer or student, especially if their emotions are

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high at the time, but it is not helpful to label this behaviour as 'bullying'. For some children hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear. Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal stage, we are helping the brain to develop the physiological response system that will help the child to be able to manage his or her own feelings.
- We do not engage in punitive responses to a child's rage as that will have the opposite effect.
- Our way of responding to every child is to calm them down taking their own individual needs into consideration (e.g., calming through cuddling or giving them space). We also offer them explanations and discuss the incident with them on the appropriate level of their stages and ages of development.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness, and these are part of our routine on a daily basis.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the 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 use positive handling such as holding, only 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 the Children Service Manager and are recorded in the child's personal file. The child's parent is informed on the same day. (For more details, see policy on Positive Handling).
- 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 inconsiderate behaviour.

Promoting Positive behaviour

For children to follow and co-operate with routines and "expected behaviour" we need to promote positive behaviour by:

- Being a good role model
- Being consistent
- Positive reinforcement always

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- Giving children a chance to change their behaviour
- Using positive body language- do not stand over children, come down to their level etc.

Young children usually misbehave because they have not yet learnt how to react to feelings and needs in acceptable ways. The most common needs and feelings that can trigger unacceptable behaviour are attention, boredom, anxiety, fear, anger, curiosity, independence and anticipation.

- **Respect** and recognition - to value and celebrate our own and others' contributions and uniqueness, and to show consideration for our own feelings and the feelings of others.
- **Freedom** and responsibility - to enable children and adults to explore and express themselves freely in an environment which supports decision making and opportunities to consider the consequences of our words and actions.
- **Inclusion** - to provide access to learning for all, considering everyone's needs, background and ability, working together to share the same vision and work together the same goal.
- **Honesty** - to empower everyone to communicate openly and honestly in their interactions with each other.
- **Safety and trust** - to help everyone to feel able to express their concerns and fears in an appropriate way and to thrive physically and emotionally in their learning.

At no time during disciplining your child would staff use physical punishment, e.g., smacking, shaking or slapping and it is our belief that using negative words like "no" and "naughty" are unhelpful and leave no room for movement. If a child presents us at any time with unacceptable behaviour, staff will approach the situation in the following way:

- Intervene at the time of conflict to establish the cause of upset.
- Talk to the children involved to gauge their feelings and reactions to the situation.
- Ask each child how they feel and how the other must be feeling so that both may realise that it is not just one person involved.
- In younger children who are not yet able to reason diversionary tactics, distraction would be used at this time.
- Where possible staff will anticipate and defuse difficult situations before disagreements arise that children might find hard to handle.

Achieving positive behaviour

Our setting believes that children flourish best when their personal, social, and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Our designated Behaviour Management Officer is Eniko Kocsis

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places, and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social, and emotional development.

If all the above have been tried consistently and there is still a need for modification of behaviour, the following methods will apply:

- Whilst reassuring the child that it is the behaviour which is unacceptable and not the child, firm guidance will be given should the unacceptable behaviours arise again.
- At all times praise is freely given to the child at the slightest sign of positive change in behaviour.
- During this period the behaviour management officer will talk with the parent/career in order to inform them of the situation and to ask if they are experiencing similar difficulties.

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- Advice will be given if it is needed regarding help from outside agencies. e.g. Health Visitor, GP.
- A record will be kept of incidents which occur, and daily written observations made to learn what the trigger cause was.
- We will use ABCC (Antecedent, Behaviour, Consequence Communication) forms to ascertain if there is a pattern, trigger, frequency, what happens before and after.

Strategies used:

1. When children behave in inconsiderate ways, we recognise that strategies for supporting them will need to be developmentally appropriate. Also, some children might have a developmental condition that could affect how they behave.

- We recognise that some children are unable to regulate their own emotions, such as fear, anger, or distress, and require sensitive adults to help them to do this.
- Common inconsiderate or hurtful behaviours of children may include tantrums, biting and/or fighting. Staff should be calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- We recognise that children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection, verbally between the event and the feeling. *'Adam took your car, and you were enjoying playing with it. You didn't like it when he took it. It made you feel angry, so you hit him.'*
- We help all children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. *'When you hit Adam, it hurt him and he didn't like that and it made him cry.'*
- We help all children develop pro-social behaviour, such as resolving conflict over who has the toy. *'I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one.'*
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, role play and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we encourage children to say sorry, where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.

2. When inappropriate or hurtful behaviour becomes more consistent, we work together as a team to identify the cause and find solutions together using the framework for early intervention which concentrates on changing the environment rather than on the child's behaviour:

- We identify baseline behaviour
- Complete checklist
- Identify areas that need to be changed
- Draw up a plan and react in a consistent way
- Review baseline behaviour identified previously

3. When the inappropriate or hurtful behaviour carries on being consistent despite the reviewed environmental plans, we work together with parents to find a solution together and draw up a Behaviour Management Plan (See Appendix 15). Using the

ABCC chart, we analyse and begin to understand what a child is trying to communicate through their behaviour.

- **Antecedent:** What was happening just before the behaviour? (often not seen)
- **Behaviour:** Describe what the child is actually doing such as biting or throwing.
- **Consequence:** What was the result for the child from their behaviour?
- **Communication:** What you think the child is trying to say through their behaviour?

4. Behaviour Plans ensure consistency when managing a child's behaviour and help us to look at things we can change to support a child rather than trying to change the child. We look at three areas:

- **Environment:** The environment we provide has a direct impact on a child's behaviour. We need to consider what we do or change in the environment to support the child.
- **Teaching new skills:** After identifying from the ABCC chart what the child is trying to communicate through their behaviour, we can identify what new skills the child needs to learn.
- **Praise and rewards:** This ensures everyone is praising the child when they are working towards their new skills and reminds us to constantly look for the positive behaviours and not focus on the negatives.

5. Where this does not work, we could seek advice from the Primary Behaviour Service to support the child and the family or make the appropriate referrals to a Behaviour Support Team where necessary.

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Legislation:

The Childrens Acts (1989 and 2004)

Children and Families Act (2014)

Every Child Matters (2003)

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Childcare Act (2006 and 2016)
Children, Schools and Families Act (2010)
SEND Code of Practice (2020)
Keeping Children Safe in education (September 2022)
EYFS (September 2021)