

## **Safeguarding and Welfare Requirement: Managing behaviour**

Providers are responsible for managing children's behaviour in an appropriate way.

### **Promoting Positive Behaviour Policy**

#### **Statement of intent**

At The Gap Club we believe that children and adults flourish best when their personal, social and emotional needs are understood, supported and met in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self discipline and self-esteem in an atmosphere of mutual respect and encouragement.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions. We appoint a member of staff as behaviour coordinator to oversee and advise on the team's responses to challenging behaviour.

The Gap Club is committed to high standards of behaviour with an emphasis on building strong, healthy relationships with children that flourish through encouraging, acknowledging and reinforcing positive behaviour. All children and staff are expected to comply with these standards.

#### **In order to manage children's behaviour in an appropriate way we aim to:**

- Handle any behavioural problems in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.
- Encourage children to show respect for other children/staff/property/visitors and to exercise self-discipline, to be polite and show consideration to others.
- Use positive behaviour and strategies to support good behaviour and limit-setting.
- Provide recognition, rewards, praise, positive response with feedback, positive gestures and activities as methods of promoting positive behaviour and all or one method will be used to encourage children to develop their self esteem and confidence.
- Ensure inclusive participation of children with staff to set the club's ground rules on behaviour and discipline which is vital to ensuring the children own, value and respect towards the rules.
- Ensure that all adults at the club will apply this policy consistently and fairly so that the children have clear boundaries regarding levels of expectation and consequence.
- Encourage all staff to take part in training and support programmes which will develop their understanding of children's behaviour and how they respond to children to achieve the maximum positive benefit.
- Lead as positive role models for the children with regard to care, appreciation, respect, friendliness and courtesy.

- Take positive steps to avoid a situation in which children receive attention only in return for undesirable behaviour.
- Be aware that some kinds of behaviour may arise from a child's additional needs.
- Ensure staff at the club will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.

**We aim to encourage positive behaviour by:**

- Using praise and positive reinforcement through various age/ability methods such as reward systems, stickers, certificates, special events, and communicated recognition.
- Encouraging sharing and negotiation between peers.
- Staff, Volunteers and Students are aware of the importance of being good role models and setting good examples.
- Consultation with children when creating rules/boundaries.
- Helping children understand the consequences of their behaviour.
- Helping children challenge bullying, harassment and name-calling.
- Encouraging children to be responsible, for example, tidying up and creating their own rules.
- Reassuring children that they are valued as individuals even if their behaviour may sometimes be unacceptable.

***Behaviour Management - Stepped Approach***

Disruptive and challenging behaviour can be upsetting for all, jarring with our values and ethos of treating people with respect and showing tolerance. We will act promptly to either separate the child from the activity/incident or vice versa, if unsuccessful we will then follow our three step disciplinary process to encourage children to reflect on their actions and understand the consequences of their behaviour.

- **Step 1** - Diffuse disruptive environment/behaviour with explanations and reasoning for club's intervention, with clear explanations to the child/ren, followed by positive encouragement and reinforcement. Remove/distract negative influence from child or child from influence, seek apology and ensure consequence is outlined to the child, making amends during this process.  
\*First verbal warning given.
- **Step 2** - Directive statement given regarding unacceptable behaviour, 'time out' given.  
\*Final verbal warning given.
- **Step 3** - Child/ren made aware that parent/carer's will be informed of behaviour/incident.  
\*Written account recorded on our 'Behaviour Management Tracking Log' and discussion with parent/carer regarding improvement of behaviour now required.

Steps 1 & 2 are followed during one session/day only and warnings are not brought forward. Our ethos is to show the importance of moving forward, fresh starts, reflection and positive input.

Each setting will address Step 1 – Step 3 using the Traffic Light System. This system/approach has been devised in consultation with the children. All settings have the Traffic Light System on their notice boards and will happily discuss these with parents at any time.

If disruptive behaviour continues or re-occurring incidents occur, the following next steps will be implemented:

- **Step 4** - Failure to improve behaviour or persistent interactions at club level will lead to a meeting with parents/carers regarding behaviour, steps taken, behaviour management process used to date and



impact on child/setting. An 'individual behaviour plan' will be completed with review timescales implemented to monitor progress.

- **Step 5** - If the 'individual behaviour plan' is not adhered to a formal 'Child Behaviour Incident Form' will be completed in line with the company incident procedure.

### ***Company incident procedure***

In cases of serious misbehaviour and disruption such as racial abuse, safeguarding issues, health and safety infringements or other abuse the unacceptability of the behaviour will be made clear immediately. The club behaviour management process will not be appropriate in these cases and will be escalated to company incident procedure, whereby a Child Behaviour Incident Form will be written up.

Parents will be asked to attend a meeting with the club. Any action plans as a result of these meetings may be shared if necessary with multiple professional agencies including the school.

We keep a record of all incidents, the information will include:

- The name of the child
- The name of the staff member who used physical intervention (if appropriate) and its nature
- Intervention techniques used before the incident
- The date, time and place of the incident
- The circumstances of the incident and the factors leading up to the incident
- The names of any witnesses
- Any injuries that may have occurred during the incident
- Any further action taken and parents' signatures

### ***Use of physical intervention***

- The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.
- Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use 'reasonable force in order to prevent children from injuring themselves or others or damage property' (EYFS).
- If 'reasonable force' has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.
- Corporal (physical) punishment of any kind should never be used or threatened.

### ***Suspensions and expulsions***

As a last resort, the club has the right to temporarily suspend or permanently exclude a child in the event of persistent and irresolvable unacceptable behaviour. If despite all the club's best efforts (in conjunction with the parent) to resolve the unacceptable behaviour of a child the club will give the parent one week's written notice of the exclusion from the club. A refund of fees will be given in lieu of notice where appropriate.

- Only in the event of an extremely serious or dangerous incident will a child be suspended from the club with immediate effect. In such circumstances, the child's parent/carer will be contacted immediately and asked to collect their child, even if the child normally signs themselves out. Children will not be allowed to leave the premises until a parent/carer arrives to collect them.



- After an immediate suspension has taken place, the manager will arrange a meeting with the child concerned and their parents/carers to discuss the incident and decide if it will be possible for them to return to the club.
- Suspensions and exclusions should be seen as consistent, fair and proportionate to the behaviour concerned. In setting such a sanction, consideration should be given to the child's age and maturity. Any other relevant information about the child and their situation should also be considered.
- Children will only be suspended or excluded as a last resort, when there is no alternative action that could be taken, or when it is felt that other children and/or staff are potentially at risk. Wherever possible, the club will give parents/carers time to make alternative arrangements for childcare during a period of suspension.
- Staff should always keep parents/carers informed about behaviour management issues relating to their child and attempt to work with them to tackle the causes of disruptive or unacceptable behaviour.
- No member of staff may impose a suspension from the club without prior discussion with the manager and Registered Person. Staff will consult the manager as early as possible if they believe that a child's behaviour is in danger of warranting suspension or exclusion.
- When a suspension is over and before a child is allowed to return to the club, there will be a discussion between staff, the child and their parent/carer, setting out the conditions of their return.
- If the parent/carer of staff feels that the disciplinary action taken against them is wrong, they may appeal in writing within ten working days. The appeal will be dealt with impartially and, if possible, the Registered Person or a senior member of staff who was not involved in the original disciplinary action will hear the appeal and impartially adjudicate the case.
- The parent/carer will then be invited to a second meeting to discuss the appeal. The parent/carer has the right to be accompanied at appeal hearings. The final decision will be confirmed in writing to the parent/carer concerned and despatched within ten working days of the appeal meeting.

### ***Use of rewards and sanctions***

- All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.
- Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a 'prize' is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be 'compliant' and respond to meet adult's own expectations in order to obtain a reward (or for fear of a sanction). If used then the type of rewards and their functions must be carefully considered before applying.
- Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'. However, if necessary children can be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened.

### ***Challenging behaviour/aggression by children towards other children***

- Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge and prevent escalation.
- If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents of the child who has been the victim of behaviour and the parents of the child who has been the perpetrator should be informed.
- The designated person will contact children's social services if appropriate, i.e. if a child has been seriously injured, or if there is reason to believe that a child's challenging behaviour is an indication that they themselves are being abused.
- The designated person will make a written record of the incident, which is kept in the child's file; in line with the Safeguarding Policy.



- The designated person should complete a risk assessment related to the child's challenging behaviour to avoid any further instances.
- The designated person should meet with the parents of the child who has been affected by the behaviour to advise them of the incident and the setting's response to the incident.
- Ofsted should be notified if appropriate, i.e. if a child has been seriously injured.
- Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.
- Parents should also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.

### ***Bullying***

Bullying is a behaviour that both parents and practitioners worry about. Bullying is a deliberate, aggressive and repeated action, which is carried out with intent to cause harm or distress to others. It requires the child to have 'theory of mind' and a higher level of reasoning and thinking, all of which are complex skills that most three-year-olds have not yet developed (usually after the age of four along with empathy). Therefore, an outburst by a three-year-old is more likely to be a reflection of the child's emotional well-being, their stage of development or a behaviour that they have copied from someone else.

Young children are keen observers and more likely to copy behaviours, which mimic the actions of others, especially the actions of people they have established a relationship with. These are learnt behaviours rather than premeditated behaviours because children this young do not have sufficiently sophisticated cognition to carry out the type of bullying an older child can do. Unless addressed early, this type of pre-bullying behaviour in young children can lead on to bullying behaviour later in childhood. The fear is that by labelling a child as a bully so early in life we risk influencing negative perceptions and expectations of the child which will impact on their self-image, self-esteem and may adversely affect their long term behaviour. This label can stick with the child for the rest of their life.

Despite all efforts to prevent it we recognise that bullying behaviour can occur on occasion. In the event of such incidents, the following principles will govern our response:

- All incidents of bullying will be addressed thoroughly and sensitively.
- Children will be encouraged to immediately report any incident of bullying that they witness. They will be reassured that what they say will be taken seriously and handled carefully.
- Staff have a duty to inform the supervisor if they witness an incident of bullying involving children or adults at the club.
- If a child or a member of staff tells someone that they are being bullied, they will be given the time to explain what has happened and reassured that they were right to tell.
- The individual who has been the victim of bullying will be helped and supported by the staff team. They will be kept under close supervision and staff will check on their welfare regularly.
- In most cases, bullying behaviour can be addressed according to the strategies set out in the Promoting Positive Behaviour Policy. The bully will be encouraged to discuss their behaviour and think through the consequences of their actions. Where appropriate, they will be encouraged to talk through the incident with the other person concerned.
- Where bullying behaviour persists, more serious actions may have to be taken, as laid out in the Promoting Positive Behaviour Policy.
- A member of staff will inform the parents/carers of all the children involved in a bullying incident at the earliest possible opportunity. If appropriate, staff will facilitate a meeting between the relevant parents/carers. At all times, staff will handle such incidents with care and sensitivity.
- All incidents of bullying will be reported to the manager and will be recorded in the Behaviour Incident





Record Book. In the light of reported incidents, the manager and other relevant staff will review the club's procedures in respect of bullying.

- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not occur.

**Peer-on-Peer Abuse**

All staff recognise that children are capable of abusing their peers. Peer-on-peer abuse can manifest itself in many different ways and include, but not be limited to:

- Bullying
- Physical abuse such as kicking, hitting, hair pulling or any other form of physical harm.
- Sexual harassment and violence
- Upskirting
- Initiations and rituals

Peer-on-Peer abuse is taken very seriously by all staff and they understand the importance of challenging inappropriate behaviours between peers. Downplaying behaviours can lead to a culture that develops in which these behaviours are normalised so if staff, visitors or parents have any concerns regarding Peer-on-Peer abuse it is important and they speak to the DSL.

**EYFS key themes and commitments relating to behaviour**

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child Development 1.2 Inclusive Practice 1.3 Keeping Safe	2.1 Respecting each other 2.2 Parents as Partners 2.3 Supporting Learning	3.2 Supporting every child 3.3 The Learning Environment	4.4 Personal, Social and Emotional Development

**Every Child Matters Outcomes: Enjoying and Achieving and Staying Safe**

To be reviewed: June 2023	Signed: NM
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**Links to legislation**

- Children Act 1989 and 2004
- Conventions on the Rights of the Child, UNICEF 1989
- Data Protection Act 1998
- Every Child Matters – Change for Children 2004
- Special Educational Needs and Disability Code of Practice 2014
- The Human Rights Act 2000
- Keeping Children Safe in Education 2021

