

ST MARY'S
calling Islington home

**Behaviour Management Policy for
St Mary's Pre-School and Play Scheme**

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▪ **Why we have this policy**

St Mary's recognises the importance of positive and effective behaviour management strategies in promoting children's welfare, learning and enjoyment. Part 1 of this policy applies to the 2-5-year-old Early Years children attending St Mary's Pre-School, Part 2 applies to children attending St Mary's Play Scheme aged between 6 -11 years old.

The aims of our Behaviour Management policy are to help children and young people to:

- Develop a sense of caring and respect for one another.
- Build caring and co-operative relationships with other children, young people and adults.
- Develop a range of social skills and help them learn what constitutes acceptable behaviour.
- Develop confidence, self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.
- Develop behaviour that is consistent with the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs¹

¹ The Prevent strategy 2011: <https://www.gov.uk/government/publications/prevent-strategy-2011>

▪ **Part 1 St Mary's behaviour management policy for the pre-school**

Positive behaviour

We aim to encourage appropriate behaviour by:

- Staff will respect, value and accept children and treat them with dignity at all times
- Staff will respect other staff maintaining professional relationships at all times
- Providing children with the strategies to defend and stand up for themselves in a positive way
e.g. no thank you, I don't like that
- Adult led examples, displaying positive behaviour
- Establishing routines for certain activities such as snack time and story time
- Rewarding positive behaviour and attitudes with praise
- Discussions during carpet time and with stories
- Displaying and drawing attention to our Golden Rules (displayed for parents information on the Pre-School notice board)
- Providing a caring, co-operative and safe environment
- Children are expected to respect and co-operate with staff and other children

Golden Rules for Children

We are kind and gentle to others

We are helpful to others

We share the Pre-School's toys

We walk when we are inside

We listen when it is a listening time

We can shout and run when we are outside

We say please and thank you

Appendix 1 gives some examples of how adults should speak to children when asking them to change their behaviour

Promoting British values

The fundamental British values are implicitly embedded in the 2021 Early Years Foundation Stage followed by St Mary's pre-school staff. British Values are promoted as part of Personal, Social and Emotional Development through a broad balanced curriculum. In particular we will help the children to learn the values of:

Democracy by making decisions together
Rule of law by helping them to understand that rules matter
Individual liberty and freedom for all by developing a positive sense of themselves and understanding that we are free to have different opinions
Mutual respect and tolerance by treating others as they want to be treated

For more information see Appendix 2

Dealing with inappropriate behaviour

St Mary's staff will manage behaviour according to clear, consistent and positive strategies. Parents are encouraged to contribute to these strategies, raising any concerns or suggestions.

When confronted with negative behaviour, staff will be clear to distinguish between 'disengaged', 'disruptive' and 'unacceptable' behaviour.

'Disengaged' behaviour may indicate that a child is bored, unsettled or unhappy. With sensitive interventions, staff will often be able to re-engage a child in purposeful activity.

'Disruptive' behaviour describes behaviour which prevents other children from enjoying themselves. Staff will collectively discuss incidents and agree on the best way to deal with them.

'Unacceptable' behaviour refers to non-negotiable actions and may include discriminatory remarks, violence, bullying or destruction of equipment. Staff will be clear that consequences will follow from such behaviour, including in the first instance, temporarily removing a child from the activity session.

The following procedures will be employed in response to inappropriate behaviour

- Removing the child (or children) from an activity. Asking the child to sit down and letting them calm down
- Listening to the child's account of the incident. A child may modify their behaviour after giving his or her point of view
- Helping the child to understand what they have done and how it has made the other person feel
- By focussing on the Golden Rule which may have been broken, helping the child to understand that their behaviour was inappropriate
- Asking the child to apologise if appropriate.
- Using a sanction that is relevant to the event, explained to the child and applied immediately, e.g. child could be asked to sit and think about what has happened for a set length of time that would be age appropriate (1 minute per year of age)
- During Quiet Time – continuous disruptive or unacceptable behaviour will result in the child being separated from the group, sitting with an adult at an activity. This is to give the child time

to calm down and time for the adult to discuss calmly with the child why they have been removed from the group

Use of Physical Touch and Physical Intervention

Physical touch is an essential part of human relationships. Adults may use touch to prompt, to give reassurance or to provide support in physical activity. It is a small but important and natural part of the staff–child relationships within the Pre-School setting.

Staff will adhere to the following principals in using touch. It will be

- Non–abusive, with no intention of causing pain or injury
- Be in the best interests of the child or others
- Have a clear purpose (e.g. to access an activity or to improve social relationships)
- Take account of gender issues

Physical Intervention

It is helpful to distinguish between the kind of physical touch and restrictive physical intervention.

Definition	Example	
Non-restrictive physical interventions (as stated above)	Either where the child’s movement is not restricted or where the child is held supportively but such that they will be released should they wish	For example: - guiding/shepherding a child from A to B - removal of a cause or a cause of distress
Restrictive physical interventions	Prevent, impede or restrict movement or mobility. To use force to direct	For example: - Holding a child - blocking a child’s path - pushing or pulling

Other than through the intervention of a behaviour management plan organised with a parent with the help of the Special Educational Needs Disabilities (SEND) process e.g. using an Education Health Care Plan; staff will use physical interventions only as a last resort and only then if they have reasonable grounds for believing that immediate action is necessary to prevent a child from significantly injuring themselves or others or to prevent serious damage to property.

Before reaching this stage, staff will have used all possible non-physical actions, such as dialogue and diversion, to deal with the behaviour. The child or children concerned will be warned verbally that physical intervention will be used if they do not stop.

A dialogue will be maintained with the child or children at all times, so that the member of staff can explain what they are doing and why they are doing it. Staff will avoid the use of physical interventions if they are alone with the child or children. Only the minimum force necessary to prevent injury or damage should be applied. For example, diverting a child by leading them away by a hand or an arm around their shoulders.

Staff will use physical intervention as an act of care and control and never punishment. Physical interventions will not be used purely to force a child to do what they have been told and when there is no immediate risk to people or property.

As soon as it is safe, the physical intervention should be gradually relaxed to allow the child or children to regain self-control.

The force of the physical intervention will always be appropriate to the age, size and strength of the child or children involved. Restraint should not interfere with the child's breathing. No child should be held by the neck.

If staff are not confident about their ability to contain a particular situation or type of behaviour, consideration will be given to calling for the help of other Pre-School staff.

Where a member of staff has had to intervene physically to restrain a child, the Pre-School Lead Practitioner will be notified and the incident logged. The incident will be discussed with the parents at the earliest possible opportunity. If a staff member commits any act of violence or abuse towards a child, parent or other member of staff at St Mary's, the disciplinary process will be implemented, according to St Mary's Staff Disciplinary Procedures.

Procedures for serious and or continuous inappropriate behaviour

For serious or continued inappropriate behaviour

Consideration will be given by staff as to whether the behaviour should be logged on a St Mary's Incident Report Form or in the Pre-School Incident File.

- Parents/carers will be informed of incidents of inappropriate behaviour, how it was dealt with how the child responded.
- Reasons for the serious or continued inappropriate behaviour will be explored
- Staff will discuss devising a consistent strategy with the parent/carer to help the child to learn how to overcome the behaviour

The parent will be asked to read and sign the Incident Report form, if applicable.

Parents/Carers are encouraged to bring any concerns that they have about their child's personal, social and emotional development to their key-worker or other member of staff.

The Pre-School staff will also work closely with:

- Islington Early Years Training and Advice Team
- Islington Early Years Inclusion Team

The ultimate sanction could be the exclusion of the child from the Pre-School

Part 2 – St Mary's behaviour management policy for the play scheme

Positive behaviour

St Mary's appreciates the demand on playworkers during play scheme.

Strategy

We aim to encourage appropriate behaviour through:

- Praise for positive behaviour.
- staff respect, value and accept children and treat them with dignity at all times.
- Negotiating rules between children and Playworkers during each session as necessary.

Fostering positive behaviour

During play schemes, meetings are held:

- To introduce everybody.
- And discuss ideas and problems, encouraging children to take responsibility for their own behaviour and the well-being of the group.

Child–playworker relationship

- Playworkers are expected to provide a caring, co-operative and safe environment, respecting the children and other Staff.
- Children are expected to respect and co-operate with staff and other children.

Promoting British values

At St Mary's play scheme we will promote British values of Democracy by making decisions together. This means valuing views and talk about feelings, provide activities that that involve turn-taking and collaboration and give children opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law by helping children to understand that rules matter by establishing 'ground rules' together and keeping to them. Supporting children to understand their own and others' behaviour and its consequences, knowing right from wrong; tackling bullying, prejudice and racism.

Individual liberty and freedom for all by helping children to develop a positive sense of themselves and understand that we are free to have different opinions, increasing confidence and self esteem, whilst reflecting on their differences.

Mutual respect and tolerance by encouraging children to treat others as they want to be treated, creating an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.

And by challenging any behaviour (whether of staff, children or parents) that is not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

Behaviour management strategies

St Mary's staff will manage behaviour according to clear, consistent and positive strategies. Parents are encouraged to contribute to these strategies, raising any concerns or suggestions.

Behaviour Management in the Play Scheme will be structured around the following principles:

- Staff and children will work together to establish a clear set of 'ground rules' governing all behaviour. These will be periodically reviewed so that new children have a say in how the rules of the play scheme operate. Parents are welcome to discuss with playworkers the Ground Rules to encourage unity and consistency.
- The established boundaries will apply equally to all children, staff and parents.
- Positive behaviour will be reinforced with praise and encouragement.
- Challenging behaviour will be addressed in a calm but assertive manner. In the first instance, playworkers will try to re-direct children's energies by offering them alternative and positive options. Playworkers will be open in stating and explaining non-negotiable issues.
- When dealing with challenging behaviour, playworkers will always communicate in a clear, calm and positive manner. For those children who need support in order to behave in an appropriate manner, St Mary's will investigate strategies and offer consistent care whilst attending the play scheme.
- Staff and parents will make every effort to set a positive example to children by behaving in a friendly and tolerant manner themselves, promoting an atmosphere where children and adults respect and value one another.
- Playworkers and parents will avoid shouting whilst at St Mary's.
- Playworkers will facilitate regular and open discussions with children about their behaviour. This will help children to understand the inappropriate aspects of their behaviour and enable children to have their say and be helped to think through the causes and effects of their actions.
- Playworkers will work as a team by discussing incidents and resolving to act collectively and consistently.

- The play scheme co-ordinator will endeavour to discuss concerns confidentially with parents at the earliest possible opportunity in an attempt to help identify the causes of inappropriate behaviour and share strategies for dealing with it.
- Children who experience bullying, racism or other unacceptable behaviour will be actively encouraged to speak to a member of staff.
- Playworkers will encourage and facilitate mediation between children to try to resolve conflicts by discussion and negotiation.

Dealing with inappropriate behaviour

When confronted with negative behaviour, staff will be clear to distinguish between 'disengaged', 'disruptive' and 'unacceptable' behaviour.

'Disengaged' behaviour may indicate that a child is bored, unsettled or unhappy. With sensitive interventions, staff will often be able to re-engage a child in purposeful activity.

'Disruptive' behaviour describes behaviour which prevents other children from enjoying themselves. Staff will collectively discuss incidents and agree on the best way to deal with them.

'Unacceptable' behaviour refers to non-negotiable actions and may include discriminatory remarks, violence, bullying or destruction of equipment. Staff will be clear that consequences will follow from such behaviour, including in the first instance, temporarily removing a child from the activity session. When an incident of inappropriate behaviour occurs, staff will listen to the child or children concerned and hear their reasons for their actions. Staff will then explain to the child or children what was unacceptable about their behaviour and that such actions have consequences for both themselves and for other people.

Staff will make every attempt to ensure that children understand what is being said to them. Children will always be given the opportunity to make amends for their behaviour and, if appropriate, be able to rejoin the activity. Consideration will be given to the child or young person's individual needs. Every effort will be made to communicate in the most appropriate manner in order to assist in an improvement in behaviours.

Children who need help in order to behave in an appropriate manner will be given support and consistent strategies to address the matter. Staff will seek appropriate training in order to reflect upon the triggers and effects for some children who find some aspects of the play environment stressful.

Parents will be informed of inappropriate behaviour when picking up their child. The parent will be informed of the incident, how it was dealt with and how the child responded.

In the event that unacceptable behaviour persists, more serious actions may have to be taken, in accordance with the 'Suspensions and Exclusions' procedures (below). At all times, children will have explained to them the potential consequences of their actions.

It is recognised that an incident of unacceptable behaviour is a stressful situation for staff and children alike. However, staff will be aware that there is also a need to be mindful of confidentiality and will only discuss such incidents on a 'benefit to know' basis. All staff have received training in Safeguarding and are familiar with the St Mary's Child Protection and Safeguarding Policy. Where causes of incidents suggest possible abuse, safeguarding and child protection procedures will be followed.

The use of physical interventions

Staff will use physical interventions only as a last resort and only then if they have reasonable grounds for believing that immediate action is necessary to prevent a child from significantly injuring themselves or others or to prevent serious damage to property.

Before reaching this stage, staff will have used all possible non-physical actions, such as dialogue and diversion, to deal with the behaviour. The child or children concerned will be warned verbally that physical intervention will be used if they do not stop.

A dialogue will be maintained with the child or children at all times, so that the member of staff can explain what they are doing and why they are doing it. Staff will avoid the use of physical interventions if they are alone with the child or children. Only the minimum force necessary to prevent injury or damage should be applied. For example, diverting a child by leading them away by a hand or an arm around their shoulders.

Staff will use physical intervention as an act of care and control and never punishment. Physical interventions will not be used purely to force a child to do what they have been told and when there is no immediate risk to people or property.

As soon as it is safe, the physical intervention should be gradually relaxed to allow the child or children to regain self-control.

The force of the physical intervention will be always appropriate to the age, size and strength of the child or children involved. Restraint should not interfere with the child's breathing. No child should be held by the neck.

If staff are not confident about their ability to contain a particular situation or type of behaviour, consideration will be given to calling the Play-scheme Co-ordinator, or, in extreme cases, the police.

Where a member of staff has had to intervene physically to restrain a child, the Playscheme Co-ordinator will be notified and the incident logged. The incident will be discussed with the parents at the earliest possible opportunity. If a staff member commits any act of violence or abuse towards a child, parent or other member of staff at St Mary's, the disciplinary process will be implemented, according to St Mary's Staff Disciplinary Procedures.

Suspensions and exclusions of children

Persistent unacceptable behaviour from a child will result in the following:

Formal warning

Playworkers will explain to the child why their behaviour is unacceptable and the consequences of any further such incidents. Children will be encouraged to discuss their behaviour, to explain their actions, and helped to develop strategies to avoid repeat incidents. Details of all warnings, suspensions and exclusions will be recorded and kept on the child's records. Each warning should be discussed with the child concerned and their parents, and wherever possible agreements made between all parties that are fair and reasonable to the situation. Such agreements can include removal of privileges e.g. participation in certain activities/off-site trips. Any agreements should reflect the circumstances and be appropriate to the individual concerned, as this can afford the child opportunity to display positive behaviour whilst serving as a motivator to reinforce such. Playworkers will be made aware of any warnings given to a child, and the implications of any agreements made. St Mary's has the right to temporarily suspend; this includes informing a parent their child must be collected immediately, or permanently exclude a child in the event of persistent and irresolvable unacceptable behaviour.

Suspension

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

After an immediate suspension has taken place, the play scheme co-ordinator will arrange a meeting with the child concerned and their parents to discuss the incident and decide if/when it will be possible for them to return to St Mary's.

Suspensions should be consistent, fair and proportionate to the behaviour concerned. In setting such a sanction, consideration is given to the child's age and maturity. Any other relevant information about the child and their situation will also be considered. If appropriate, help and advice will be sought from concerned professionals in order to plan for the child's return. Every effort will be made in order to support all and strategies necessary to promote a positive outcome. This may include seeking funding.

Playworkers should always keep parents 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 playworkers may impose a suspension from St Mary's without prior discussion with the playscheme co-ordinator. Staff will consult their manager as early as possible if they believe that a child's behaviour may warrant suspension or exclusion.

When a suspension is over and before a child is allowed to return to St Mary's, there will be a discussion between staff, the child and their parents, setting out the conditions of their return.

Exclusion

In an extreme situation whereby all strategies and other attempts to address persistent unacceptable behaviour have been unsuccessful, St Mary's has the right to permanently exclude a child. This right will only be exercised where absolutely necessary, but will be done so whereby the duty of care provided to other children and users of St Mary's is unduly compromised by irresolvable unacceptable behaviour.

Equally all St Mary's Staff have the right to be treated with respect and to be valued and in so doing will not tolerate any unfavourable behaviour aimed at them from any children within the play scheme or from any parents. All such incidents will be addressed formally and in writing.

▪ **Appendix 1**

Inappropriate and appropriate responses to use in the Pre-School

Response not to use	Response to use
Don't Run!	Walking feet please! What feet do we use inside?... walking feet! Please walk inside because.... You are allowed to run outside
Stop Shouting!	Please talk quietly – Use gesture and quiet tone of voice
Stop Throwing bricks!	Please put the bricks in the box
Stop fidgeting!	Please sit still. If they have been sitting for a long time give them age appropriate space for wriggling. Young children need to be active
Don't call out!	Shall we see if we can put our hands up without calling out? Praise the child who puts up their hand without calling out
No you can't go to the toilet now!	Yes you can go to the toilet after the story (age appropriate)
No you can't play with the cars it's story time	Yes you can play with the cars after the story/let's put your car on the shelf/in a safe space until after the story
Don't snatch	Do ask 'Can I have a turn' modelling language and action
No! we don't do that here	Label the behaviour – we don't do because
That's really unkind!	Describe behaviour and how it is unkind e.g. 'That will hurt Mary if you hit her on the head' We need to be kind to others Gentle hands - (demonstrate to support understanding - age appropriate)

▪ Appendix 2 - Fundamental British Values in the Early Years

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are implicitly embedded in the [2021 Early Years Foundation Stage guidance](#). Separately, the Counter Terrorism and Security Act also places a duty on early years providers “to have due regard to the need to prevent people from being drawn into terrorism” (the Prevent duty). The duty came into effect from July 2015 and has a number of updates embedded since then to support further understanding and change. The Statutory Guidance on the duty is available at <https://www.gov.uk/government/publications/prevent-duty-guidance>.

To help demonstrate what this means in practice, we have worked up the following examples based on what is in the statutory guidance. They are just that – examples - and not exhaustive, but hopefully useful to you. We have shared these with DfE who agree they are helpful examples.

Democracy: making decisions together

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

- Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other’s views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
- Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter as cited in Personal Social and Emotional development.

As part of the focus on managing feelings and behaviour:

- Staff can ensure that children understand their own and others’ behaviour and its consequences, and learn to distinguish right from wrong.
- Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Individual liberty: freedom for all

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

- Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

Mutual respect and tolerance: treat others as you want to be treated

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

- Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting others' opinions.
- Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping. A minimum approach, for example having notices on the walls or multi-faith books on the shelves will fall short of 'actively promoting'.

What is not acceptable is:

- actively promoting intolerance of other faiths, cultures and races
- failure to challenge gender stereotypes and routinely segregate girls and boys
- isolating children from their wider community
- failure to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs