

Behaviour Management Policy

(Physical Intervention)

In Pre-school we aim to encourage socially acceptable behaviour in an environment where everyone knows what is expected of them, where the children are free to develop their play and learning without fear of being hurt or hindered by anyone. Our goal is to make the children feel secure so that they are able to develop self-discipline and self esteem and foster a positive environment.

Pre-school's Behaviour Management Officer is Carol Harbridge.

In order to achieve this:

- Guidelines will be set regarding the children's behaviour. A Behaviour Contract forms part of Pre-school's information pack for parents/carers. A copy of the Behaviour Contract must be signed and returned to Pre-school indicating that parent/carers have read, understood and abide by its contents.
- Staff will enforce the guidelines consistently so that the children will know what is expected of them.
- Staff will not threaten or use physical punishment. Physical restraint* may be used if staff feel that the child is putting him/herself or other children in danger.
- Staff will not use any form of physical intervention*, e.g. holding, unless it is necessary to prevent personal injury to the child, other children, an adult or serious damage to property. Incidents of physical intervention will be recorded on the 'Physical Intervention Form' (see attached). Parents/carers will be asked to sign the form, which will be placed in the child's file.
- Children will not be singled out or humiliated by being made to sit in a corner by their self. If a child does need to be removed from a situation then an adult will take them to a quiet area and help them understand why their behaviour was unacceptable.
- Children will be encouraged to resolve conflicts independently seeking an adult if necessary.

- When behaviour is of a serious nature- i.e. abuse, racial comments or bullying, staff will explain the unacceptability of the matter - not giving personal blame.
- Staff will handle inappropriate behaviour in a calm, but authoritative manner. Any discipline should be clear, short and to the point. It must be made clear that it is the behaviour and not the child that is unwelcome. If for any reason a member of staff feels that the situation is slipping out of their control then another team member should take over and the first move away from the area.
- Children should never feel intimidated or upset by an adult's manner and, where possible, staff should talk at the child's level in a calm firm voice.
- Staff will model behaviour that they would expect from children and show care, courtesy and good manners to each other, parents and visitors.
- Staff will not shout or raise voices in a threatening way. In any case of unwanted behaviour staff should go to the child and not call across the room, unless there is immediate danger.
- Staff will be aware that some behaviour may arise from a child's special educational needs, or their level of understanding and maturity.

Children have equal rights and those rights will be protected. For example, children have a right to play with a toy and not have it snatched away by another child. They will be allowed to finish playing with it, and then give it to the other child.

Pre-school does not intend to bring to the attention of parents every misdemeanour. Children need to learn to handle and control minor conflicts. Where serious misbehaviour occurs which poses a danger to themselves or others, the incident will be recorded and the parents informed. If there is a recurring problem, parents will be invited into the group for a discussion. We will work with, and support, the parents to encourage a better pattern of behaviour.

We reserve the right to reduce or offer alternative sessions should the need arise. Ultimately, Pre-school has the right to terminate a child's placement if they are deemed a serious risk to others or that their behaviour is so extreme that a way forward cannot be found.

*Physical Intervention: When can restrictive physical intervention be used?

Physical intervention can be justified when:

- Someone is injuring themselves or others
- Someone is damaging property
- There is a suspicion that, although injury, damage or crime has not yet happened, it is about to happen.

Any use of physical intervention at Addlestone preschool should be carried out with reasonable minimal force. Where it is judged that restrictive physical intervention is necessary, staff should:

- Aim for side-by-side contact with the child. Avoid positioning themselves in front (to reduce the risk of being kicked) or behind (to reduce the risk of allegations of sexual misconduct)
- Aim for no gap between the adult's body and the child's body, where they are side-by-side. This minimises the risk of impact and damage.
- Aim to keep the adult's back as straight as possible.
- Be aware in particular, of head positioning, to avoid head butts from the child.
- Hold children by 'long' bones ie. Avoid grasping at joints where pain and damage are most likely.
- Ensure that there is no restriction to the child's ability to breathe. In particular, this means avoiding holding a child around the chest cavity or stomach.
- Avoid lifting children.

Recording and reporting

It is important that any use of restrictive physical intervention is recorded. This should be done as soon as possible and within 24 hours of the incident. According to the nature of the incident, the incident should be noted in other records such as the incident/accident form or child tracking sheets.

Monitoring

After the use of restrictive physical intervention, information recorded should be used to review the individual behaviour plan so that the risk of

needing to use restrictive physical intervention is reduced. This monitoring will also be used to identify any trends and help develop the settings' ability to meet the needs of the children without using restrictive physical intervention.



Addlestone Pre-School

Physical Intervention Form

Name of setting	Date
Name of child	D.O.B.

Description of incident

Where did it occur?

What was happening at the time?

Who was present?

Why was physical intervention deemed necessary?

What other strategies were tried before physical intervention occurred?

Staff Involved

Name	Role in setting	Involved Physically (P) Observed (O)

How was the child held?

Which part of the body was held?

How long was the child held?

Has the child been held before?

What strategies have been put in place to prevent this situation happening again?

What do you feel the child was trying to communicate through his/her behaviour?

Attention

Avoid people

Emotional release

To obtain something

Other

Does the child have an Individual behaviour plan?

When was this reviewed?

Has this been logged in your incident book and parent signed?

Has the parent been given a copy of this form?

Signed by Date

Witnessed by Date