



NORTHLEACH PLAYGROUP

Mill End, Northleach, Cheltenham, Gloucestershire, GL54 3HJ

Registered Charity No. 1015852

Behaviour Management Policy

Statement of Intent

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.

Aim

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exists within the programme for supporting personal, social and emotional development. Additionally we recognise the importance of the adult's behaviour as a role model for the children and will not allow or tolerate physical or verbal abuse towards anyone within our setting.

Method

Children's Behaviour

As a small setting, all members of staff have responsibility for our programme of supporting personal, social and emotional development, including issues concerning behaviour.

- We require the staff to:-
 - Keep her/himself up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
 - Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development.
 - Have relevant in-service training on promoting positive behaviour.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of, and respect those used by members of the setting.

- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents/carers, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents/carers. Parents/carers are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways that are appropriate for the children's ages and stages 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 acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing their 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.
- 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 physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property. A report is written and the child's parents/carers are informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse or instances of extremism 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.

- We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.

Rough and tumble play and fantasy aggression

We recognise that children often engage in rough and tumble play and fantasy aggression.

- 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 and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts 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.

Hurtful behaviour

We take hurtful behaviour very seriously. Most children will at some stage hurt or say something hurtful to another child, but it is not helpful to label this behaviour as 'bullying'.

- We recognise that young 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 help this process by offering intervention and support, calming the child who is angry and explaining the behaviour is unacceptable. As well as reassuring the child who has been hurt by the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy, or finding another solution such as finding another car.
- We make sure that children who behave in hurtful ways receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour.

- 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, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- *We recognise that children who are repeatedly hurtful may be experiencing hurtful behaviour themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others.*
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. We are able to listen to any concerns that parents or children may have and act upon them.
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

Adult's Behaviour

We recognise the importance of the adult's behaviour as a role model for the children and will not allow or tolerate physical or verbal abuse towards anyone within our setting. We require all adults to follow these guidelines:-

- All staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- Encourage, respect and understand others.
- Maintain a good example to children in our care.
- Encourage teamwork.
- Be a good role model.
- Promote equality, diversity and British values.
- Follow the instruction of the playleaders, even if it would not be your own practice.

Totally unacceptable behaviour is:-

- Violent or threatening behaviour, including any kind of physical punishment.
- Verbal abuse and bad language
- Any instances of discrimination including extremism.

- Arguing in front of children and adults.
- Drunkenness, drug-taking and smoking on the premises.
- Hurtful behaviour will not be tolerated at any time.

Anti-bullying

Bullying takes many forms. It can be physical, verbal, emotional or in some cases cyber bullying but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years.

We recognise that children need their own time and space and that it is not always appropriate to expect a child to share. We believe it is important to acknowledge each child's feelings and to help them understand how others might be feeling.

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour.

We want children to recognise that certain actions are right and that others are wrong.

At our playgroup, staff follow the procedure below to enable them to deal with challenging behaviour:

- Staff are encouraged to ensure that all children feel safe, happy and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
- Children are helped to understand that using aggression to get things, is inappropriate and they will be encouraged to resolve problems in other ways
- Our staff will intervene when they think a child is being bullied, however mild or harmless it may seem
- Staff will initiate games and activities with children when they feel play has become aggressive, both indoors or out
- Staff will sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour
- We will ensure that this policy is available for staff and parents.
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the playgroup
- All concerns will be treated in the strictest confidence.

By positively promoting good behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop as responsible members of society

Signed on behalf of the Management Committee _____

Role of signatory (e.g. chairperson etc.) _____