

PRECIOUS TIMES CHILDCARE SERVICES POLICIES

Behaviour Management

Statement of Intent

At Precious Times we want all of our children to feel valued, respected and be treated fairly, We believe that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else, therefore we strive to promote an environment where everyone feels happy, valued, safe and secure.

Aims and Values

We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment.

- Personal, Social and Emotional Development (PSED) is a prime area of the Early Years Foundation Stage (EYFS). The EYFS states that PSED involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities
- We are committed to working in partnership with parents and carers in supporting children's development in all areas, including behaviour and we take into account children's age and stage of development. We recognise that there may be different expectations for children's behaviour at home and at nursery. We therefore work closely with parents/carers to explain the ways in which we promote positive behaviour and to explain the ways we can work together to promote the same message to children. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Behaviour Management Co-ordinators

The named people who have overall responsibility for issues concerning behaviour are Linda Arnold, Helen Jackson, Kerry Francis and Kerry Whitney. However, this is the responsibility of all staff. We require the named people to:

- Keep up to date with legislation, research and thinking on handling children's behaviour.
- Access relevant resources of expertise on handling children's behaviour; and check that all staff have relevant in-service training on handling children's behaviour (we keep a record of staff attendance at this training)

Staff Expectation

- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We require all staff, volunteers and students to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's ages and stages of development - for example distraction, praise and reward.
- We familiarise new staff and volunteers with the settings behaviour policy and its rules for behaviour.

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- We expect all members of the setting - children, parents, staff, volunteers and students - to keep to the rules, requiring these to be applied consistently.
- We recognise that ways for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting

What we do to Promote Positive Behaviour

- We praise and endorse desirable behaviour such as kindness and willingness to share.
- We develop secure attachments and good relationships with children which supports their emotional well-being

Bumblebee Room and Ladybird (Riverside Setting)

We have a 'Golden Rule' system in place, in which we encourage the children to follow whilst with us. The staff have devised; with the children's contribution; 6 Golden Rules, these are:

1. Use walking feet inside and running feet outside
2. Have good manners
3. Look after Nursery property
4. Share your toys
5. Be gentle and kind to your friends
6. Use quiet voices inside and loud voices outside

- Positive behaviour is rewarded with praise.

The Caterpillar room (Riverside setting) use a diluted version of the golden rule system to meet the different age and stage of the children in the room.

1. Be kind to your friends
2. Share your toys

- Staff praise and encourage the above two rules throughout the children's day

The Golden Rules help the children to understand what is seen as acceptable behaviour within the setting which in turn supports children's Personal, Social and Emotional development by helping them to feel secure and become aware of being able to manage their own behaviour.

Challenging Behaviour Strategies

- We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development - for example by distraction, discussion or by withdrawing the child from the situation.
- When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.
- We look at the behaviour and the child as a whole, taking into account any influences there might be which could be a cause or a contributing factor to the child's behaviour, this equips us With all the information to ensure that we can identify ways in which the child can be best supported.

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- 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 use the Observe – Assess – Plan method to tackle reoccurring, unacceptable behaviour,

we:

1. Make objective observations over a period of time on the individual child who is displaying the behaviour
2. Meet with parent/carer to discuss concerns
3. Meet to discuss and assess the findings of observations and parent discussions to discuss appropriate strategies
4. Put agreed strategy in place within the planning, ensuring all practitioners are consistent in their implementation
5. Regular discussions and meetings with parents about how the child is progressing

At Precious Times we are aware that different children display different behaviours during different points in their lives. We recognise that these can be caused by a variety of things such as changes at home, frustration, feeling nervous / uneasy, transition or settling in periods and changes within the setting; with staff or the room.

We understand that different strategies work at different times but generally **the practitioner's first response to any negative behaviour is never a negative one**. They use ignoring, distracting or positive reinforcement to deal with their concern, always going down to the child's level when responding to negative behaviour. We do use a warning system before an appropriate behaviour strategy is enforced such as 'time out'

Common Behaviours Displayed within the Setting, with Common Ways the Staff Deal with them

Example of behaviour	Example strategy/response
Unwilling to follow instruction/direction	<ul style="list-style-type: none"> • Always use simple language with one direction at a time • Continuous praise, 'can you show me your best tidying' 'I know you can do it' 'please', 'thank you', 'good boy' • 'When you have done this then you can.....' • Encourage child to follow instruction 'remember if we tidy away we get a treat' • Praise a child who is close by that is following the instruction • Consistent use of the golden rules when they do follow instruction/direction • For more able children give them the control by giving them two choices
Aggressive behaviour toward peers and carers	<ul style="list-style-type: none"> • Moving them away from the situation, and if very unacceptable use the time out consequence • Explain to the child what they have done, why it

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	<p>is unacceptable, talk with them how it makes you and the other child feel</p> <ul style="list-style-type: none"> • Rehearse a better reaction with the child 'please can I have a turn on the bike' instead of pushing • Plan activities that encourage kind hands, puppets and stories at circle time
<p>Difficulty in co-operating with peers (not sharing/snatching)</p>	<ul style="list-style-type: none"> • Give little jobs that encourage interaction, giving out things to other children • Giving them responsibility for helping their friend with a puzzle 'I know your very good at puzzles, can you show/help your friend with hers' • Praise good sharing using the golden rule system • Plan co-operative activities i.e rolling a ball or passing the teddy
<p>Difficulty in sitting and listening in group time</p>	<ul style="list-style-type: none"> • Sit the child near or next to a carer so they can role model, prompt and encourage good sitting • Give the child a small toy to look after at circle time rather than wondering off • Praise good sitting and good joining in • Praise a friend close to the child for good sitting • Planned ignoring for minor disturbances • Positive language 'I know you can sit nicely for me • Remove the child in worse cases giving them no attention
<p>Inappropriate use of nursery toys/equipment</p>	<ul style="list-style-type: none"> • Showing the child how we use the particular equipment • Role model how to use equipment/areas appropriately • Insisting they clean/tidy the mess they have made before they can move on to play somewhere else

Management of Unacceptable Behaviour

- We avoid creating situations in which children receive adult attention only in return for undesirable behaviour
- We never send children out of the room by themselves.
- We never use physical / corporal punishment, such as smacking or shaking. Children are never threatened with these.

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- We only use physical restraint, such as holding, 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 our manager and are recorded. A parent is informed on the same day and signs the form to indicate that he/she has been informed.
- We do not shout or raise our voices in a threatening/negative way to respond to children's behaviour.

Bullying / Peer on Peer Abuse

We recognise that Peer on Peer Abuse or Bullying can occur within a setting, this involves the persistent physical, verbal or emotional abuse of another child or children.

The Department for Children, Schools and Families (2007) defined bullying as “behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”

We take this issue very seriously as we understand what an emotional impact it can have.

If a child bullies another child or children:

- we intervene to stop the child harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is inappropriate;
- we speak to the child doing the bullying about feeling and emotions and build work on this into our planning
- we give reassurance and support to the child or children who have been bullied and acknowledge that they may be feeling upset/worried/frightened
- we help the child who has done the bullying to say sorry for her/his actions;
- we make sure that children who bully receive praise when they display acceptable behaviour;
- we do not label children who bully;
- when children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour; and
- When children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving and to gain understanding of other children's feelings.

This policy works alongside our Safeguarding Policy.

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This policy was adopted at a meeting of Managers and Directors
1st June 2013

Mrs Kerry L Francis
Miss Kerry L Whitney
Mrs Helen Jackson

Policy revised date	Revised by
8th September 2014	Mrs Kerry L Francis Miss Kerry L Whitney Mrs Helen Jackson Miss Vicki Mckay
09 February 2015	Mrs Kerry L Francis Miss Kerry L Whitney Mrs Helen Jackson Miss Vicki Mckay
24th April 2018	Mrs Kerry L Francis Miss Kerry L Whitney Mrs Helen Jackson