

BEHAVIOUR MANAGEMENT POLICY

We believe that children and adults are happiest 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-esteem and self-discipline in an atmosphere of mutual respect and encouragement.

In order to achieve this:

- We have a named person who has overall responsibility for issues concerning behaviour.

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- We require the named person 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; and to
 - Check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
 - Familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- Adults, (where the word 'adults' refers to staff, committee and voluntary helpers), will ensure that the rules are applied consistently so that children know what to expect and can build up acceptable codes of behaviour.
- Adults be a positive role model for the children with regard to friendliness, care and courtesy.
- Adults will praise and endorse desirable behaviour. Positive steps will be taken to avoid a situation in which children receive attention only in return for undesirable behaviour.
- We work in partnership with children's parents. Parents 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.

When a child/children behave in unacceptable ways:

- Physical punishment will neither be used nor threatened.

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example acknowledgement of feelings, explanations as to what was not acceptable, and supporting children to gain control over their feelings so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- A child will never be sent out of the room by themselves.
- We support each child in developing self-esteem, confidence and feelings of competence.
- Where there is racial or verbal abuse, the unacceptability of the behaviour will be explained immediately with no personal blame.
- It will always be made clear to them that it is the behaviour and not the child that is unwelcome.
- Adults will not behave in a threatening manner nor raise their voices unnecessarily.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- Adults will be aware that some kinds of behaviour may arise from a child's special needs.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We use physical restraints, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.

Bullying:

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

If a child bullies another child or children:

- We show the children who have been bullied that we are able to listen to their concerns and act upon them.
- We intervene to stop the child who is bullying from harming the other child or children.
- We explain to the child doing the bullying why her/his behaviour is not acceptable.
- We give reassurance to the child or children who have been bullied.
- We help the child who has done the bullying to recognise the impact of their actions.
- We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour.

- We do not label children who bully as 'bullies'.
- We recognise that children who bully may be experiencing bullying themselves or be subject to abuse or other circumstances causing them to express their anger in negative ways towards others.
- We discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- We share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaviour.