



**A Sure Start Children's Centre**

## 2. BEHAVIOUR POLICY AND PROCEDURE

Review Date: October 2017

Next Review: October 2018

### Aim

At The Arnold Centre our aim is to present a code of behaviour that develops in children a sense of right and wrong, discourages undesirable behaviour and teaches them appropriate ways to act. We believe that children and adults flourish best in a positive and caring environment where children are encouraged to play and learn without fear of being hurt or hindered either physically or emotionally. We have high expectations of all children and staff and aim to support the children in developing self-confidence, independence and self-esteem in an atmosphere of mutual respect and encouragement. Staff will demonstrate positive relationships with all children and their parents working in partnership throughout.

Our setting believes that children flourish best when their personal, social and emotional needs are met and where they are **clear and developmentally appropriate expectations** for their behaviour.

Children need to learn and consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. All staff have a responsibility for our programme supporting PSED including issues concerning behaviour.

The named practitioner responsible for Behaviour management is  
Sharon Stones - Acting Head of Centre.

Proactive strategies to encourage positive behaviour will include:

- All employees being a positive role model for the children in their care, demonstrating courtesy, respect and good manners towards others.

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- All employees will make themselves aware of and respect a range of cultural expectations in their interactions with others.
- **All employees will praise and encourage positive behaviour using other children as role models and examples.**
- All employees will anticipate any inappropriate behaviour and use distraction techniques to diffuse the situation.
- When communicating with children, adults will get to child's level and use positive body language such as smiles, thumbs up and claps, to praise positive behaviour.
- Sharing and negotiation skills will be modelled and encouraged.
- Children will be consulted about the 'rules' for the setting, supporting them to understand the effects of behaviours on others.
- Encouraging responsibility, for example helping with setting out, caring for the animals and watering the plants etc.
- Partnership with parents and carers is crucial. Communication will take place daily via the key person and staff. **Emphasis will always be on positive behaviour and achievements.** Any concerns regarding behaviour, and why it was corrected, will be mentioned to parents from the outset, **in a sensitive and caring manner.** Parents will be informed of any strategies used within the setting so a consistent approach can be followed both at home and in the setting.

We strongly believe that children thrive through positive interactions and praise. However with all children, at some point in their lives disagreements will occur. To resolve these issues, any inappropriate behaviour will be managed without undermining the child's self-esteem. It will always be made clear that it is the behaviour, and not the child, that is unwelcome.

- Adults **WILL NOT** shout or raise their voices in a threatening way.
- Any unacceptable behaviour will be dealt with discretely using a developmentally appropriate approach, respecting the child's level of understanding and maturity.
- Recurring problems will be managed by the whole setting and monitored using observations to establish an understanding of the cause and then to deal with this accordingly. This will be shared with parents.
- Children will be supported to understand boundaries with explanations as to why we do not accept certain behaviour.

- At no time during the disciplining of a child would staff use physical punishments, e.g. smacking, shaking or slapping. If at any time a parent/carer is seen to be dragging, smacking, slapping a child within centre or being rough with regards to discipline in any way a member of staff will either challenge the situation sensitively and refer to this policy in a calm and reasonable manner OR report the incident to a manager.
- Adults will be aware that some kinds of behaviour may arise from a child's additional needs. If the child has an education care and health plan, which recognises a behaviour difficulty, the policy for Special Educational Needs/Inclusion will be followed.
- Physical restraint, such as holding, will only be used to prevent personal injury to the child, or other children or adults and /or serious damage to the property. Any significant event of this sort will be recorded and the parents/carers informed the same day. In the case of serious misbehaviour, such as racial abuse or bullying, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanation rather than personal blame.

#### Children under 3 years;

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that babies and 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.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we will try to find out if there is an underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.
- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

#### The EYFS states in PSED. Managing Feelings and Behaviour

- "Be wary of expecting children to say 'sorry' before they have a real understanding of what this means."

- **"Encourage children to think about how their actions have upset someone, if necessary explain and talk about how the child can make amends."**

When a child behaves in unacceptable ways, the following steps are to be taken:

1. Where possible adults will anticipate and diffuse difficult situations before disagreements arise that children find hard to handle.
2. Intervene at the time of conflict using distraction techniques to diffuse the situation. If this is ineffective;
3. Talk to the children involved to gauge their feelings and reactions to the situation. Explain that it is the behaviour that is unacceptable and remind the child of the rules. With younger children, who are not yet able to reason, divert their attention to a more positive activity. After talking to the child the incident will be forgotten and the child will not be reminded of it again. Positive behaviour will then be the focus.
4. **The child's key person will keep parents informed of any behaviours demonstrated on a daily basis working in partnership to address this.**
5. If staff identify an area of need they may highlight if any specific strategies need to be implemented.
6. At all times staff must operate a THRIVE approach.

If all the previous steps have been tried consistently and the child still behaves in an unacceptable manner, the following steps will be taken;

1. If it is felt that an area of need has been identified a plan will be put into place to support the child in a particular way and will be shared with all staff concerned and parents to ensure a consistent approach.
2. The child could be removed from the situation in the company of the adult to talk about the conflict. This will be referred to as 'thinking' time'. Thinking Time is a chance for the child to reflect on what has happened if they are at an age/stage where they can think through the consequences of their actions. (this happens when the thinking part of the brain has developed - Thrive) Practitioners should use their knowledge of child development alongside Thrive building blocks to determine whether the child is capable of this. Thinking time will take place with an adult in a quiet area of the room. The child will re-join the group after a short period of thinking time has taken place.
3. If inappropriate behaviour is displayed by one child, instead of singling that child out, the whole group may benefit from being reminded about the correct way to behave. This is known as 'time in' and as part of a group the individual that displayed the inappropriate behaviour can listen

to the right way to behave at the same time as the whole group being gently reminded. This way the individual child's emotions are not affected and they are being included into the group rather than excluded. This can be done through circle time, story or questioning.

4. Whilst reassuring the child that it is the behaviour which is unacceptable and not the child, a firm warning will be given that should the unacceptable behaviour arise again, age appropriate loss of privileges will occur.
5. At all times praise is freely given to the child at the slightest sign of positive change in behaviour.
6. In cases of extreme behaviour, the Head of Centre or The Day Care manager will talk with the parent/carer in order to inform them of the situation and to ask if they are experiencing similar difficulties. In some cases consultation with the SENDCO, and completion of a Common Assessment Framework, may be appropriate, if the parent agrees.
7. Outside agencies will be signposted e.g. Outreach Worker, Family Support Worker, Health Visitor etc. and advice given if needed.

Across centre the majority of staff have taken part in in house THRIVE training. Staff therefore carry out techniques provided by background brain development research in order to calm and sooth inappropriate behaviour.

#### Rough and Tumble Play and Fantasy Aggression

Young children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not normally a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- 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, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune into 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.

Parents will be informed and involved throughout all the steps.

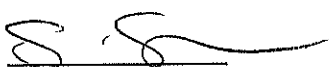
This policy was written and implemented in October 2017 and will be reviewed annually or sooner, if any part of the policy/procedures is implemented or whenever changes in legislation are produced. If changes are made to the policy, parents/carers will be informed via letter and information displayed on the parent notice board in the reception area of the centre.

Links to other policies and procedures

- Safeguarding children
- Complaints Policy
- Equal opportunities Policy
- Confidentiality Policy
- SEN Policy
- Inclusion Policy
- Parent as Partners Policy

Signed and Approved by:

Acting Head of Centre

Signature: 

Date: October 2017

Print Name: Sharon Stones

Chair of Governors

Signature: 

Date: 27/10/17

Print Name: Amanda Beatson