

## Thanet Early Years Project

### Behaviour Management Policy

#### **Aim**

In our settings, we want children to grow in confidence and self esteem, respecting the needs of others and the behavioural boundaries of the setting. We seek to promote an environment where everyone feels happy, safe, and secure and to support the key aims outlined below.

#### **Methods**

- We have a named person with overall responsibility for behaviour management. This is the setting SENCO. The nominated person for this setting is-----
- Staff are made aware of Behaviour Management training opportunities and all staff are encouraged to attend and to update such training.
- Adults within the group act as role models in their dealings with each other, children and parents, demonstrating a respect, care and concern for others.
- The children are encouraged, wherever possible, to choose their own activities, giving them as broad a choice as possible to promote a sense of independence and control.
- In cases of unwanted behaviour, we make clear immediately the unacceptability of the behaviour and attitudes by means of explanation.
- In cases of conflict, we use positive strategies in our interactions with the children, for example distraction and or withdrawal from a situation with appropriate adult support.
- The age and stage of development of the child is always to be considered in the management of behaviour. TEYP therefore does NOT take a 'one size fits all' approach.
- No form of physical restraint or punishment is ever used, and children are not subject to humiliating or frightening treatment such as "naughty chairs" nor are they given Time Out and excluded on their own from the play areas.
- Unless in immediate danger, adults will not shout at a child or group of children. Adults will go to a situation and speak calmly and quietly to those involved.
- Bullying in any form, whether physical or verbal, is never tolerated.
- If unacceptable behaviour causes a problem, the key person or SENCO may consult with parents/carers to develop joint strategies for dealing with the situation. With the permission of the parent/carer, advice may be sought from outside agencies such as the Health Visitor, Early Help or the Specialist Teaching and Learning Service (STLS).
- In extreme circumstances, if a child has become totally uncooperative and their behaviour is likely to become a danger to themselves or others, parents/carers may be asked to collect their child from the setting early or that it is believed the setting environment is not suitable to meet the child's needs.
- In extreme cases, a behaviour management plan will be compiled in partnership with parents, so that both parents and staff are working closely together with the child.
- After consultation with the Project Manager the parent/carer may be asked to withdraw a child either for a period of time, or permanently; if staff feel that despite the strategies put into place, the child's behaviour has become an issue of safety or it is believed the setting environment is not meeting the child's individual needs.

#### **Bullying**

Bullying involves the persistent physical or verbal abuse of another child or children with intent to hurt or harm another. If a child bullies another child or children:

- We intervene to stop the behaviour.
- We would leave another adult to deal with the hurt child if necessary.
- We explain to the child why his/her behaviour is unacceptable using words that the child can understand
- We reassure the child that has been bullied.
- Where appropriate, we would include the child in the care of the child who been hurt.

- We make sure that the child who bullies receives praise when they display acceptable behaviour.
- We do not label children who bully.
- We share what has happened with both sets of parents/carers, explaining our procedures.
- Any such incidents are recorded on an incident sheet. An accident sheet is used for the child who was hurt. Parents will be asked to sign to confirm they have been informed.
- Confidentiality is maintained at all times.

### **Reluctance to co-operate by a child**

Where possible, when staff observe children 'being good' they should use praise to reward children for the 'good' behaviour. In addition, good humour, role modelling and positive body language is used to encourage children to co-operate in the day to day routines of the setting. On the occasions where a child shows a strong reluctance to co-operate:

- We explain at the child's developmental level what we would like them to do.
- We offer to help them (e.g. a great many things to clear up would be a daunting task for a young child)
- We encourage and praise any small co-operative act.
- We may ask another child to help and offer praise as appropriate.
- We may re-enforce the concept of helping and co-operating through stories and puppets and persona dolls.
- We look for signs of co-operation from the child during other routines and give praise as appropriate.

### **Disputes between children**

- Depending on the ages and stages of the children involved, we try not to immediately intervene in minor disputes but observe from a distance where appropriate so that children can learn to resolve their own difficulties.
- If intervention is necessary, we acknowledge the feelings of the children concerned e.g. "I can see that you are angry" and use Social and Emotional Coaching to help the child to recognise his/her feelings.
- We listen to both children's views and thoughts and then help them to find their own solutions or suggest solutions for them.
- We aim to ensure that both children leave the dispute content with the outcome.
- Visual aid cards are used to support the child/children (Golden rules)