Behaviour Management Policy

Adults caring for children in the Centre are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

Encouraging good behaviour

Children are encouraged to develop social skills, for example to care for each other, and the environment, to cooperate in a group, to settle disagreements by negotiation and to help each other whenever possible.

Staff use positive techniques of guidance including redirection of children if they are becoming frustrated and early intervention to prevent disagreements that children may not be able to handle. Staff also anticipate and avoid potential problems about sharing equipment or space (for example the staff have an understanding of child development and acknowledge some children will not yet have the ability or understanding about sharing and how difficult sharing can be for young children).

Centre staff encourage good behaviour consistently and positively, setting limits for children and supporting parents/carers and other team members by:

- Reinforcing ‘good behaviour’ by noticing it and praising it. Children are reminded and encouraged to ‘use kind hands’ or ‘slow feet’ by the staff
- Ignoring minor examples of ‘unsocial’ behaviour; trying instead to engage the child in talking about positive aspects of their play
- Whilst promoting positive behaviour in all children, staff will challenge a child’s unacceptable or disruptive behaviour. Use distraction techniques to diffuse potentially explosive situations between children to ensure their safety
- Discuss a child’s behaviour with their parent/carer to ascertain if any outside influences have affected them

- Recognising the safety of other children must not be put at risk

**Adapting behaviour**

- When trying to adapt a child’s anti-social behaviour, it is important to bear in mind that we are trying to make a long term change and to help the child and parent or carer understand why certain behaviour is not acceptable

- Small children like to receive positive approval and will respond well if they are praised for their achievements and good social behaviour. If they get either no response or very limited response to their less acceptable behaviour, they will quickly come to appreciate the difference in the responses they are getting and the anti-social behaviour will gradually die out

- A system of rewards may seem to achieve some of the changes you want to make but the long term outcome of this can be that the child always expects to be rewarded and will only behave in an acceptable way or do as they have been asked if this is accompanied by a reward

- The one exception to this is in some instances when working with a child with additional needs. It may be that, in these circumstances, the child needs clear, visual learning prompts. This will be part of carefully thought out plan for the child’s development which has been agreed with parent/carer and appropriate professionals

- Staff are aware and will avoid making judgements about ‘acceptable’ behaviour or ‘good manners’ as these may not be the same in all cultures. For example, some cultures consider it polite for children to avoid eye-contact with adults when they are being spoken to. Ignorance of this could lead to the wrong assumption that such a child was sullen and uncooperative

- Staff are strictly forbidden to administer physical punishment of any sort, such as smacking, slapping or shaking the child, as this is deemed Child Abuse. Staff seen to be rough handling e.g. grabbing, pulling or squeezing a child would be open to investigation and disciplinary action
Anti – bullying statement

- We are committed to providing a caring, friendly and safe environment for all of our children so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our Centre. If bullying does occur, all children and adults should be able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to inform the Manager or another trusted person in a position of responsibility.

What is bullying?

- Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

- Bullying can sometimes also be linked to an additional need either a reaction to a need or resulting from the need. When bullying results from an additional need, misunderstandings can occur and demand sensitive communication between all involved.