



www.penhillplaygroup.org.uk

## Policy for Behaviour Management

### Aims

At Penhill Playgroup, we want our children to develop their personal, social and emotional skills to help them become accepted and welcome members of their community. We aim to help children acquire a positive self-image, a pride in themselves, the work that they do and high self-esteem. To enable the children to do this, we aim to promote positive behaviour throughout the setting, through praise and encouragement.

We believe that:

- Everyone coming into the setting, whether staff, parents, children or visitors, is entitled to be in an environment in which they feel safe and cared for;
- The children are entitled to a consistent approach from staff in promoting positive behaviour.

In order to achieve this:

- We will provide a calm, secure, caring environment, with a positive, attentive approach, giving specific praise and encouragement;
- We will plan engaging activities, based on the needs and interests of the children so that they do not become bored and potentially disruptive;
- We will ensure we have adequate resources;
- We will use circle, story and group times as opportunities to promote positive behaviour through songs, rhyme, stories and talk.
- We will use the setting's routines such as snack time, tidy up time and getting ready for home as opportunities for the children to learn positive behaviour such as taking turns, sharing, saying please and thank you etc,
- We will celebrate each other's successes, however great or small;
- Staff will undertake training, as part of their induction, and as necessary, in order to ensure consistency in the setting's approach to promoting positive behaviour;
- We will work in partnership with parents/carers in supporting children's development in this area;
- The staff will work with other agencies, where appropriate e.g. Integrated Prevention and Earliest Help (IPEH) through Early Support, Health Visitor etc.

## **Traffic Light Card System**

In order to reinforce behavioural expectations, all staff have a set of traffic light cards (green, yellow and red), which will be used to indicate to children where behaviour is good as well as where behaviour is unacceptable.

All children will be given a warning first and reminded that the next step will be a yellow or red card. If a child receives a red card (this automatically occurs, without a warning for behaviour such as biting, hitting and kicking another child or adult), then a member of staff (usually the key person) will speak to that child's parent/carer about the behaviour.

Equally, if a child receives a green card for demonstrating good behaviour, this will also be reported to the parent/carer and the child will receive a green smiley face sticker with details of their good behaviour.

Every child has the chance to work back to getting a green card if they can demonstrate positive behaviour after receiving a yellow or red card.

## **Expectations**

The relationships between all staff, parents and children should be based on mutual respect and everyone is expected to contribute to and take responsibility for ensuring a positive working environment and to conduct themselves accordingly. We encourage children to be responsible for their own behaviour and actions, to aim towards self-discipline.

- All adults will provide a positive role model i.e. quiet voices, using 'please' and 'thank you' as appropriate, to each other and to the children, moving around without rushing.
- We will praise and reward positive behaviour and encourage the children to recognise this too;

## **Partnership with parents**

If a child has a pattern of behaviour that causes concern, then to be successful in promoting positive behaviour, we need to work in partnership with the child's parents/carers.

- The setting will contact parents/carers and work with them to plan support for their child's development.
- If parents/carers have any concerns or worries regarding their child's personal, social and emotional development, they are welcome to contact the setting.
- If a parent/carer has any concerns or worries regarding the behaviour or other personal, social or emotional development of a child other than their own, at the setting, they should speak to a member of staff rather than confronting the parent/carer of the child concerned.

## Communication

- Children will be made aware of our expectations of their behaviour through regular discussions at circle time and through stories, songs and activities, with reminders given, when necessary and with an awareness of each child's stage of development.
- Staff, whether paid or volunteers and students, will be made aware of this policy during their induction process and through their continuing professional development.
- Parents will be made aware of the policy when their child starts at the setting. A copy of this policy will always be available to view in the parents file, on the Playgroup website and copies can be made available on request.

## Strategies for Dealing with Unacceptable Behaviour

- ✓ Distraction – distract the child to prevent or avoid a repeated action;
- ✓ Anticipation - close supervision of a child thought likely to behave in an unacceptable way. **(Within reach of a child and observing them to enable immediate intervention, if necessary);**
- ✓ Intervention to prevent injury or further injury, such as moving between children or shielding the “victim”;
- ✓ Saying “No” and giving a specific explanation e.g. “It’s not ok to snatch the train from...”;
- ✓ Speaking calmly, clearly and firmly to gain control;
- ✓ Focusing positive attention on the “victim” rather than the perpetrator;
- ✓ Offering choices to give the child some control, which can empower and distract them;
- ✓ Explain the consequence of the behaviour and label feelings e.g. “...(he/she) is sad because he/she was hit with the...”;
- ✓ Give a warning of the consequence of continued unacceptable behaviour e.g. “if you continue to throw the sand, you will have to come away from it” **(this must never be a physical or emotional threat, only the removal of the object or person to prevent harm/damage);**
- ✓ Follow through with the consequence if the behaviour continues;
- ✓ A fresh start – once a situation has been dealt with, we all move on.

## **Unacceptable Strategies for Managing Behaviour**

- ❌ Shouting (other than the rare occurrence of averting immediate danger of personal injury to any person, or to manage a child's behaviour if absolutely necessary);
- ❌ Degrading, discriminating, sarcastic, insensitive or offensive language;
- ❌ Criticism or comparison with other children;
- ❌ Bullying or threats;
- ❌ Labelling the child rather than the behaviour;
- ❌ Any form of physical punishment, including smacking, pinching, shaking, poking, excessive holding or rough handling (other than the rare occurrence of averting immediate danger of personal injury to any person, or to manage a child's behaviour if absolutely necessary. Any physical intervention must be recorded, reported to the Manager and shared with parents/carers at the end of the session or as soon as reasonably practicable);
- ❌ Isolation;
- ❌ Ignoring deliberate or hurtful behaviour when witnessed;
- ❌ Insisting on an apology, (although this will be encouraged, depending on the age and understanding of the child) and where appropriate, the child may be encouraged to comfort and make amends if their behaviour has hurt another person, such as getting a tissue for tears, giving a comforting cuddle etc.

## **Conflict Resolution**

Where suitable, with our older children, particularly in cases where the cause of an incident is unknown, staff will follow the HighScope conflict resolution approach as follows:

1. Approaching the situation quickly and calmly, stopping any hurtful actions
2. Acknowledge feelings
3. Gather information
4. Restate the problem
5. Ask for solutions and choose one together (even if it is not what the practitioner thinks is fair, if the children agree, it should be used).
6. Give follow up support, if needed

This approach promotes children's personal, social and emotional development, enabling them to learn to resolve their own conflicts instead of having them managed.

## **Monitoring and Evaluation of Policy**

This Policy will be reviewed at least annually and amended in the light of feedback, training and reflection, through the setting's ongoing monitoring and evaluation process.

The monitoring and evaluation process takes place through ongoing observations of groups and individuals, through analysing the use of praise and sanctions and through responses and feedback from parents/carers, visitors etc.

Where issues are raised or identified, individual or whole staff group training will be arranged, as appropriate.