



www.penhillplaygroup.org.uk

Policy for Supporting Behaviour

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 for the number of children attending;
- We will use circle, story and group times as opportunities to promote positive behaviour through songs, rhyme, stories and talk and to encourage the children to be involved in making and agreeing our behaviour rules, which are on display.
- 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;
- Staff will work with other agencies and professionals, where appropriate e.g. through Early Help, Health Visitor, Early Years Adviser etc.

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 be positive role models, using calm, quiet voices; saying 'please' and 'thank you' as appropriate, both to each other and to the children; moving around without running inside and treating each other with respect.
- We will reward positive behaviour through praise and encourage the children to recognise it in others too, by publicly thanking them for actions such as sharing, turn taking or doing good listening or for helping and, where possible, letting parents and carers know their child has displayed positive behaviour at Playgroup too. This might be mentioned at the end of the session handover or the child may be given a smiley face sticker with details of what they received it for.

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 social and emotional 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 and our rules display which they have helped to create. Reminders will be given, when necessary 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 and on the Playgroup website and paper copies can be made available on request.

It may be advisable to observe the child to identify triggers for negative behaviour, using the ABC check as follows:

A refers to the **antecedent**, the event or activity that occurs immediately before a particular behaviour.

B refers to the observed **behaviour** that has been seen/heard (which should be recorded)

C refers to the **consequence**, the event that immediately follows the behaviour, such as the response(s) from other children /adults.

Once a possible trigger or triggers have been identified, it should be possible to create strategies, in conjunction with the parents/carers to prevent the behaviour recurring.

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. **(Adult to be 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, using 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 a practitioner using reasonable force to prevent children from injuring themselves or others or damaging property). 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. A risk assessment for physical intervention is attached;
- ✘ Isolation; although this may be acceptable as part of a calming down routine or to protect the child, but an adult should remain with them.
- ✘ 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). However, 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, particularly in cases where the cause of an incident is unknown, staff will aim to 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 may be arranged, as appropriate.