

Managing Children's Behaviour Policy

At Bunnahone Bunnies Cross Community Playgroup we want every member of the community to feel valued and respected, and for each person to be treated fairly. We are a caring community, whose values are built on mutual trust and respect for each individual. Our behaviour policy is therefore designed to support the way in which everybody can live and work together in a supportive way. We believe that all children are entitled to be cared for in environments in which they feel safe, therefore we aim to provide an environment where everyone feels happy, valued and secure.

Aims and Values:

Personal, Social and Emotional Development is a core element of the Early Years Foundation Stage (EYFS). The EYFS states that "children must be provided with support which will help them to develop a positive sense of themselves and of others; respect for others; social skills and a positive disposition to learn". We are committed to working in partnership with parents and carers in supporting children's development in all areas, including behaviour and we take into account children's previous experiences and developmental stages. We recognise that there may be different expectations for children's behaviour at home and at playschool. We therefore work closely with parents/carers to explain the ways in which we promote positive behaviour and to explain the ways we can work together to promote the same message to children. At Bunnahone Bunnies we aim to provide appropriate opportunities for all children to develop:

Respect: to encourage all children to have respect for themselves, for other people (their feelings, beliefs and values) and for the nursery environment.

Understanding and compassion: to help children to understand other people's views and experiences and to be caring and tolerant towards others

Responsibility: to enable children to have an increasing ability to make choices and take responsibility for their own actions. In particular we help children to develop an understanding of the consequences of their behaviour.

Fairness and equality: to give children an understanding of how to be fair to all: how to share and give everyone an equal chance (within the context of everyone having different needs). All staff will demonstrate this behaviour in their actions also.

Kindness: to promote acts of kindness to each other and to assist children in ways of being gentle towards each other. To support children's development staff will promote these aims and values through example and hope that parents/carers using the nursery will join with us in partnership, Strategies we use to support our aims and values

We help children look after themselves by:

- Praising them: focusing on the positive things they do
- helping them to recognise their feelings and express themselves in an acceptable way
- Encouraging them to ask for help from peers as well as adults
- Encouraging their attempts and identifying with a view to planning for their interests
- Building their independence through self-help skills
- Encouraging them to see the good in others
- Encouraging them to learn from each other

We help children to care about others by:

- Using conflict resolution and keeping calm
- Modelling appropriate behaviour
- Working on and reinforcing the understanding of feelings, e.g. in circle time
- Naming and making feelings clear including the consequences of their actions: reflecting back to children
- Being aware of the power of language, i.e. not being confrontational or negative
- Boosting self-esteem
- Giving time to listen and help acknowledging their responses sensitively

We help children to be polite by:

- Saying "Good morning" and where appropriate "Please" and "Thank you" (we model behaviours we want them to copy)
- Encouraging children to wait their turn
- Talking one at a time: listening to each other without interrupting when someone is already speaking
- Giving **children** clear messages and setting an example

We ask children to look after equipment by:

- Teaching them about health and safety
- Encouraging them to help mend broken toys and equipment
- Playing games, e.g. in circle time and considering, "How do we look after this"
- Washing the bikes, toys etc.
- Reminding them to tell us about breakages
- Modelling care of the environment.

We help children to care about the environment by:

- Making it as attractive as possible
- Cleaning tables
- Tidying up together
- Displaying children's work
- Picking up rubbish
- Providing labelled storage
- Looking after indoor and outdoor plants
- Explaining proper care and use of areas (painting area, home corner, sand pit etc.)
- Notice, acknowledge and praise 'careful handling' and model it
- Sharing responsibility

Examples of Behaviour and Strategies

Children display a range of behaviours at this age, most of which is to be expected for their age and in particular when they are new to playschool. Staff expect to deal with behaviour, such as inappropriate shouting out, having a 'tantrum', snatching and walking away at tidy-up time etc.

Intervention will be low key and may include one of the following:

- Using a positive statement, e.g. "If you want to throw something, you could go Outside and throw a ball"
- Explaining any concerns e.g. "If you lean back on your chair you may fall over"
- Giving choices
- Slaving a group discussion or circle time about 'acceptable'/ 'unacceptable'
- Labelling the behaviour not the child, e.g. saying "I don't like it when. ... " or 'It's not okay to...'
- Using non-confrontational language, e.g. " When sand is thrown..... " instead of "When YOU throw sand. "

Behaviour Management Procedures

- Where unacceptable behaviour is recognised or observed staff will intervene appropriately, in a clear, calm and positive manner, to support children to reconcile conflict.
- Staff will employ distraction techniques and discussion (where age appropriate), explaining why the behaviour is unacceptable, whilst reassuring the child that it is the behaviour, not the child that is being questioned. At this stage staff will work with the child to agree what is required to improve the behaviour including the rewards and sanctions to be used in managing the behaviour.
- Where the behaviour continues, parent/carers will be invited into the setting to discuss the situation and support the management of behaviour by working together to ensure a consistent approach between setting and home.
- Where there continues to be no improvement in behaviour, a further meeting will be arranged with parents/carer to discuss the situation in more detail to establish/identify any underlying issues/difficulties. A further action plan with a consistent approach between home and setting will be agreed and where appropriate, this stage may include referral to external agencies for additional support/assessment, i.e. Behaviour Therapist and support from the Birth to Five Service, with parent/carer consent.
- Supporting the child may involve setting up an Individual Education Plan (IEP) with specific targets related to behaviour (please refer to Special Needs Policy).
- Staff will also refer children to WEST

