

Hemingford Grey Playgroup

Policy: Behaviour Management

September 2016

Introduction

Hemingford Grey Playgroup believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations of their behaviour. We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others.

All staff support personal, social and emotional development, and thus all staff share responsibility for managing behaviour within the setting. Staff are required to:

- Keep themselves up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
- Access relevant sources or expertise on promoting positive behaviour and ensure they have relevant training on promoting positive behaviour.
- Recognise that codes for interacting with other people may vary between cultures and respect this at all times.
- Provide a positive role model for children by treating children, parents and one another with friendliness, care and courtesy.
- Maintain familiarity with Playgroup's Behaviour Management Policy and its guidelines for behaviour.
- Work in partnership with children's parents. Parents are regularly informed about their children's behaviour by staff and where a recurring behaviour issue arises, staff work with parents to address the issue, using observation records to help understand the cause and to decide jointly how to respond appropriately.

The Playgroup Manager is required to ensure that all volunteers and students working in Playgroup are familiar with the Behaviour Management Policy.

Reinforcement of Positive Behaviour

Our primary focus with regard to Behaviour Management is on reinforcement of positive behaviour. These may include:

- Verbal praise to children displaying good behaviour
- Phrasing instructions in a positive manner

- Modelling examples of expected behaviour
- Modelling turn-taking in an accessible way, eg. sandtimer
- Rewarding good behaviour with stickers or other incentives
- Informing parents of good behaviour verbally or with stickers and certificates for the children to take home
- As appropriate, focusing attention on children exhibiting good behaviour and ignoring poor behaviour
- Acknowledging considerate behaviour such as kindness and willingness to share
- Ensuring there are sufficient resources and activities available

Responding to Negative Behaviour

We recognise that young children often engage in 'rough and tumble' play and that this behaviour is not necessarily a precursor to hurtful behaviour. However, we do work with children within this type of play to ensure that children are aware of boundaries to prevent themselves and others being hurt.

There will be times in the setting when children may display undesirable behaviour. We require all staff, volunteers and students to use strategies for handling any inconsiderate behaviour. The aims are to curtail the problem; provide appropriate attention for any injured party and help children to find acceptable solutions to their problems. Solutions must be relevant to the children's ages and stages of development and might include, for example, acknowledgement of feelings (both parties), explanation and discussion of what was not acceptable, together with support aimed at helping children to find an alternative, acceptable solution.

We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.

We never send children out of the room without giving appropriate warnings first, but may remove them from an activity to sit with an adult to consider and discuss their behaviour.

We never use physical punishment, such as smacking or shouting, and children are never threatened with these.

We do not use techniques intended to single out and humiliate individual children.

We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

We use physical restraint, such as holding, only to prevent injury to children or adults and/or serious damage to property. Such events will always be logged in the

incident book and brought to the attention of the Playgroup Manager. The child's parent is informed on the same day.

In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame. These will be logged and the child's parent is informed on the same day (see Policy: Equality).

When inconsiderate behaviour results in injury or significant upset to another child the details are recorded in the incident book and both sets of parents are informed.

Severe and/or Recurrent Issues with Behaviour

Should poor behaviour become significant and/or a regular occurrence Playgroup would put in place the Behaviour Plan, with Consistent reviews. We work with parents to identify the cause and find a solution together. We work in line with the Code of Practice to support the child and family, making appropriate referrals to outside agencies where necessary.

In cases of extreme behavioural issues, temporary or permanent exclusion from Playgroup may be considered only if all the following are in place:

- Monitoring of behaviour and consistent implementation by staff of strategies outlined above for an agreed period. (The length of the monitoring period will depend on the child's age, developmental level, social history etc)
- Liaison with parents via regular meetings and a home-playgroup diary
- Onward referral as indicated e.g. Child Psychology, Educational Psychology, Speech and Language Therapy, Social Care, Child Development Centre
- Any modification of the environment (reasonable adaptation) and/or educational and communication strategies recommended by outside agencies/professionals

This policy was adopted at a meeting of Hemingford Grey Playgroup Committee, held on 10th March 2010, and reviewed at a meeting held on 17th September 2013 and 21st September 2016.

Signed by the chairperson on behalf of the Committee:

..... (Chairperson's name - block capitals)

..... (Chairpersons signature)