

BEHAVIOUR MANAGEMENT POLICY

Our playgroup works towards providing an environment in which children can develop self-discipline and self-esteem while learning to respect themselves, others, and their surroundings. Children are free to develop their play and learning without fear of being hurt or hindered by others.

The supervisor - Sally Howarth is the named Behaviour Management Officer of the playgroup has overall responsibility for issues concerning behaviour and for supporting personal, social, and emotional development.

- We recognise that ways for interacting with other children and adults vary between cultures and require staff to be aware of and respect these.
- We require all staff, volunteers, and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care, and courtesy.
- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers, and students - to ensure that the rules are applied consistently so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

When children behave unkindly or with unwanted behaviour:

- We require all staff, volunteers, and students to use positive strategies for handling any unwanted behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and enough activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge kind behaviour such as willingness to share.
- We support each child in developing self-esteem, confidence, and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for unwanted behaviour.
- We never send children out of the room by themselves.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.

- If we use physical restraint, it will only ever be by using a controlled hold until the child calms and the child will be released. This method will only ever be used in the interest of the distressed child to prevent physical injury to themselves, other children, or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our setting supervisor/manager and recorded on a physical restraint form and held in the child's personal file. The child's parent will be contacted and will be required to sign the written physical restraint record to indicate they have been informed. For guidance, please refer to our Restraint Policy.
- In cases of serious misbehaviour, such as racism, swearing or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame. Parents/carers will be informed of behaviour or language used on the same day and we will discuss ways that we can support their child to change by working together.
- With extreme repeated behaviours e.g., spitting, swearing and these persists a `time out` within adult supervision will be implemented. This usually consists of the child sitting out of activities for a few minutes until the child has calmed down. When the child is calm, staff will explain what an acceptable way of speaking or acting when angry or frustrated. Staff have in-house training to be very consistent in this approach. We will record all incidents of `time out`, parents will be informed and asked to sign the record on collection. This will only be implemented as a last resort when all other strategies have failed and only if developmentally appropriate to the child.
- We do not shout or raise our voices in a threatening way to respond to children's unwanted behaviour.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger, or distress, and require sensitive adults to help them do this.
- Common hurtful behaviours of young children include tantrums, biting or fighting. Staff remains calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

Young children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their play is not necessarily a lead to hurtful behaviour, although it may become unwanted at times and children may need redirecting - this includes role play with `weapons`.

This policy was adopted at a meeting of Jack and Jill Playgroup held on:

Signed on behalf of the pre-school:

CHAIRPERSON

JACK AND JILL PLAYGROUP
BEHAVIOUR MANAGEMENT PROCEDURES

If after following all the procedures stated in our Behaviour Management Policy, the child's behaviour does not improve. Then we will apply the strategies listed below to deal with persistent unwanted behaviour. We mean by this - the child may be physically attacking others, swearing, consistently ignoring adult direction/reprimands, racism etc.

All procedures carried out by the staff are non-threatening, appropriately managed and consistent. Adults in the setting are aware that some kinds of behaviour may arise from children in different stages of development, home environment, and changes to home environment, culture, or a child's special educational needs or disability.

STATEMENT

All children will be given adult support in understanding what they have done wrong; the child may be given a period of supervised `time out` for a set period within the playroom - so that the child becomes calm enough to focus themselves.

Parents will be informed that `time out` has been given during the session.

When behaviour is deemed unwanted it may lead us to write a Behaviour Plan (BP), working closely with parents to enable us address and monitor the behaviour issues in the setting, hopefully resolving them in time, so we have a happy child.

If same behaviour persistently recurs without any improvement and after consultation with parents, we will ask that the parent/carer remains contactable during the session.

After an agreed period and all other strategies have been exhausted but the unwanted behaviour persists, we will ask that if the parent wishes for the child to remain at playgroup, then the parent remains with the child during session until behaviour improves.

We may at this stage discuss support from the Medway Early Help team or Health Visitor, with parental consent.

Health Visitor Telephone No: 0300 1233444

Medway Early Help Team Telephone No: 01634 335533

In extreme cases parents may be asked to remove their child from that session.

We expect that children attending our playgroup behave appropriately not only in the setting but within the perimeter of the grounds. Parents/carers are responsible for the safety and supervision of their child outside before and after sessions and we have limited means of intervention unless we feel a child or others are at risk.

All parents are asked to confirm their awareness of our behaviour management policy by signing below. Copy is retained with your child's registration at playgroup.

Signed: _____
(PARENT/CARER)

Dated: _____

Name: _____ **(Capitals)**

Relationship to child: _____