

Behaviour Policy

Policy statement

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within our programme for promoting personal, social and emotional development.

Procedures

We will encourage good behaviour from children at all times whilst attending Playgroup. All children are praised for their good behaviour, and we have stickers and hand stampers for such things as helping others, good work, etc.

Should a child behave in an unacceptable manner, then the following would apply:-

- Staff would, first of all, say “no” and give a reason
- If the child repeats the action within the same session, then a warning would be given and a reason
- Should the child repeat the action for a third time then ‘time out’ is given. This entails being taken away from the situation. Children will NEVER be sent out of the room alone; this will last for 2 minutes; an explanation would also be given as to why this ‘time out’ has been given
- Physical punishment is NOT an option nor will it be threatened.
- If another child is involved, then the child is encouraged to apologise and either give each other a cuddle or shake hands

Strategies with children who engage in inconsiderate behaviour

- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and 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 inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately.
- 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.

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes, such as superhero and weapon play. Some children appear preoccupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying; although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies, e.g. blowing up and shooting, and the themes often refer to 'goodies' and 'baddies' and as offer such opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour

- We recognise that young children require help in understanding the range of feelings they experience.
- We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling: "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Other children will be able to verbalise their feelings better, talking through themselves the feeling that motivated behaviour.
- We help young children to learn to empathise with others, understanding that they have feeling too and that their actions impact on other's feelings. "When you hit Adam, it hurt him, and he didn't like that, and it made him cry".
- We help young children develop pro-social behaviour, such as resolving the conflict over who has the toy. "I can see you are feeling better now, and Adam isn't crying any more. Let's see if we can be friends and find another car, so you both can play with one".

Should a child continue to display unacceptable behaviour, we will talk to the parent/carer about this.

Should a child ever become violent, we would firstly remove all other children in the group, away from the situation. The child displaying violent behaviour would NOT be handled by staff unless the safety of either children or staff, was at risk.

If we need to handle a child, this WILL be documented on an incident sheet and the parent/carer will be asked to sign this.

Staff will be attending training on Handling when it is available.

Sometimes if a child's behaviour continues to be a problem for staff, we may seek additional help this would always be with parental consent and approval.

Please also see our Behaviour Management Policy

April 2018

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