

## BEHAVIOUR MANAGEMENT POLICY

At Wellies we believe that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else.

We will provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment.

- The Manager has overall responsibility for issues concerning behaviour.
- We require the Manager to:
  - keep her/himself up-to-date with legislation and research and thinking on handling children's behaviour;
  - access relevant sources of expertise on handling children's behaviour;
  - check that all staff have relevant in-service training on handling children's behaviour. We keep a record of staff attendance at this training.
- Staff should endeavour to actively encourage positive behaviour through affirmation, encouragement and a desire to build the self-esteem and value of all who attend Wellies. They should challenge negative behaviour when it occurs. They should be fair and consistent, always acting within the policies of the organisation.
- 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 require all staff, volunteers and students to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's ages and stages of development - for example distraction, praise and reward. Where it is appropriate, it may be helpful for staff to facilitate and help children to sort out their own disagreements and to encourage them to take responsibility for their own actions.
- We familiarise new staff and volunteers with the settings behaviour policy and its rules for behaviour.
- We expect all members of the setting - children, parents, staff, volunteers and students - to keep to the rules, requiring these to be applied consistently.
- We praise and endorse desirable behaviour such as kindness and willingness to share.
- We avoid creating situations in which children receive adult attention only in return for undesirable behaviour.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.
- When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.
- We **never** send children out of the room by themselves. Any child who displays unsociable or aggressive behaviour should be withdrawn from the group or activity in order to calm down. Staff will discuss the incident with the child, encouraging them to consider their actions. The child must not be left alone or be out of sight.
- The use of any physical punishments or threats of these (smacking, slapping, shaking, or deprivation of food or drink) or mental sanction (humiliation, isolation or intimidation) is not permissible
- If a child needs to be physically removed from a situation or restrained for his/her own safety or the safety of other children, there must always be two adults present. All actions must be clearly verbalized to the child and the witness and should be fully recorded in the incident book. Parents or carers of any children involved in the restraint incident must be informed of the action taken at the end of the session by the Playleader.
- 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.

- We do not shout or raise our voices in a threatening way to respond to children's behaviour.
- We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development - for example by distraction, discussion or by withdrawing the child from the situation.
- 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 unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately. If children are persistently disruptive, unsociable or aggressive and do not respond positively to actions, the Key Person will discuss the situation with the parent/carer. If there is no improvement the parent/carer may be asked to make alternative arrangements for their child's care by the Setting Manager.

### **Bullying**

Bullying of one child/children by others, or by adults is totally unacceptable and will not be tolerated. This may be in the form of verbal bullying, such as name-calling, physical bullying or threats and harassment. This will be dealt with in the same way as other forms of unsociable or aggressive behaviour

If a child bullies another child or children:

- we intervene to stop the child harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is inappropriate;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to say sorry for her/his actions;
- we make sure that children who bully receive praise when they display acceptable behaviour;
- we do not label children who bully;
- when children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour. Full records of bullying incidents are recorded.
- when children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.