



Behaviour Management

Aims

At Whitsers we believe that children flourish when they feel safe, their personal, social and emotional needs are met and when everyone knows what is expected of the children and their individual developmental needs. We aim to promote acceptable behaviour and encourage situations in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. This helps the child to gain confidence and fosters self-image.

Expectations

We expect adults to create an environment that encourages children to be happy, confident, interested, involved, co-operative and responsible, and to listen to the children if they have any worries, or concerns, and to act on these concerns. We expect children to behave in a developmentally appropriate way which is suited to their particular setting or activity. Our expectations for indoor and outdoor play are explained to the children by the staff, as are the rules for particular activities such as sand and water play.

Unacceptable Behaviour

We do not tolerate behaviour that could put any child, or adult, in any sort of danger at Whitsers. We aim to prevent or stop any name-calling or ridicule of one child by another or group of children. We also try to discourage behaviour that is disruptive to the group as a whole. The following are examples of unacceptable behaviour: bullying, hitting, kicking, biting, pushing, using scissors or any sharp objects in a dangerous manner, throwing equipment or wilfully damaging it, using inappropriate language, name calling, or behaving in a way which could endanger themselves, another child or an adult. The Play Leader and Deputy Play Leader have overall responsibility for behaviour management issues. If an incident of unacceptable behaviour occurs, an incident report will be recorded in the Incident Log book. All staff are aware of the Incident Log book and know where it is kept. The key worker / senior members of staff will inform the relevant parent of the incident and ask them to sign the book.

The Play Leader and Deputy are responsible for the following issues:

- To work with all staff to agree, implement and review annually the behaviour management policy
- To liaise with SENCO and all staff to ensure that behaviour plans are followed consistently
- To liaise with any professionals and parents / carers in relation to behaviour issues
- To assist staff in making observations and assessments
- To keep appropriate records
- To help identify appropriate training
- To be aware of the development ages of the children they are supporting
- To have an awareness of any medical condition that may affect behaviour

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Strategies for Behaviour Management

All staff and adults, this may include volunteers and students, will use positive strategies when dealing with children's unacceptable behaviour. It will be explained to the child why the behaviour is unacceptable:

1. The behaviour will be managed by methods agreed between staff as appropriate to the child and the situation, for example distraction, praise and reward, discussion etc.
2. The child will be given one-to-one adult support in seeing what was wrong and how to cope more appropriately.
3. Any agreed procedures will be applied consistently.
4. Damaging children's self-esteem is avoided, for example by humiliation, segregation or using a 'naughty chair'.
5. Any behaviour problems will be handled in a developmentally appropriate fashion respecting the individual child's level of understanding and maturity.
6. We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.
7. We never send children out of the room by themselves, nor do we use a 'naughty chair' or a time out strategy that excludes children from the group.
8. We never use physical punishment such as smacking or shaking. Children are never threatened with these.
9. It will be made clear in all instances that it is the behaviour, and not the child, that is unwelcome.
10. In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.

Strategies with Children who engage in Inconsiderate Behaviour

We like to ensure 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, competence and feelings of confidence.

We support each child in developing a sense of belonging in the 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.

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We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or to prevent 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 Play Leader or Deputy and are recorded in the Incident Log book. The child's parent or carer is informed on the same day.

Young children enjoy playing fantasy superhero and weapon play. At Whitsers, we do not regard these games as unacceptable but monitor the child's play and depending on the game situation we would use this opportunity to develop the child's concept of empathy and to explore right from wrong.

Appropriate Behaviour

Adults model positive behaviour.

Praise and reward is given for positive behaviour.

Children are taught routines e.g. story time, snack time, tidy up time.

Stories, songs and props are used as a strategy for encouraging / supporting positive behaviour.

Prompts are used to help children to follow expectations and then gradually the prompts are removed.

The rules of Whitsers are taught in a varied and structured way; for example through play, story time, planned circle time.

Parental Involvement

We try to maintain a close relationship with the parents or carers of all children attending Whitsers, so that both parents and staff can share views about how a child is getting on. It is anticipated that most children will need a period of 'settling in' to the Playgroup environment and to become familiar with Whitsers expectations in terms of behaviour.

If a child's behaviour remains a problem, after an initial period, the relevant staff (for example the Play Leader, the SENDCO and the child's key worker) will arrange a meeting with the parents to agree upon an individual behaviour plan to ensure consistency and give the parents an understanding of what Whitsers is aiming to achieve for their child. A behaviour plan will involve ABC (Antecedents, Behaviour, Consequences) observations, others observations, strategies and review dates. Further support may be sought from outside professionals.

Parents / carers have access to Whitsers policies and procedures which are available to view in the foyer. Parents / carers can contact the Play Leader and / or their child's keyworker if they have any concerns about their child's development.

Expectations

All adults should model appropriate behaviour.

All boundaries and rules should be explained regularly to the children.

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Good behaviour is expected.

The behaviour management policy should be shared with parents / carers and new staff as part of their induction and information from other professionals and any relevant training should be shared with staff as soon as possible.

The behaviour management policy needs to be signed and dated by all staff each year. This will also help in the monitoring and evaluation of the policy, observations, consequences, rewards and the response from parents / carers.

Confidentiality

Staff will ensure that discussions about children's behaviour do not take place within earshot of the child concerned or any other adults or children. Any information that has been discussed with staff regarding a child within the setting is of course confidential.

Training

All staff are encouraged to attend appropriate courses relating to Behaviour Management when available.

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