

Hillfields Children's Centre and Nursery School

Behaviour Policy

August 2016

Review Date - August 2017



Here at Hillfields Children's Centre and Nursery School, we actively promote positive behaviour within all our services. We encourage children and adults to show respect and consideration towards each other, towards the staff and towards the Centre's environment and its resources. At all times the environment will be safe and will encourage appropriate behaviours.

By positively promoting good behaviour, co-operation and a caring attitude, we hope to ensure that children will develop a strong sense of esteem, empathy and respect for other people.

At the core of this policy and guiding our expectations of children's behaviour is our understanding of child development. Depending on their levels of understanding, we talk with children about appropriate ways of behaving in a range of situations, about sharing, taking turns and caring for one another. We also encourage them to explore and acknowledge their feelings and find ways to appropriately express them.

We share with children and mums/dads/ carers our Code of Conduct and they are encouraged to contribute to establishing this code.

We believe that positive respectful relationships are not only at the centre of our work with children and mums/dads/ carers but are also vital in the way we as practitioners work together. The staff team are expected to model in all of their relationships the behaviours they expect from children. Under no circumstances are people humiliated, shouted at, treated roughly or physically harmed (e.g. smacked or shaken).

The staff share their observation of children and encourage mums/ dads/carers to join in these discussions to ensure consistency of approach. Children are encouraged to work with each other to sort out difficulties by mediating between them. Children are encouraged to say sorry and they are given the chance to put things right.

All incidents relating to unacceptable behaviour are dealt with individually according to the child's needs and stage of development.

We aim to support children to enable them to:

- Show respect for themselves and others.
- Show appreciation for others and what they do for us, for example saying please and thank you.

- Feel and show remorse when they have hurt someone, whether physically or emotionally.
- Make amends in a way appropriate to their stage of development.
- Make successful relationships with their peers.
- Be able to negotiate, take turns and share.

Unacceptable Behaviour in the Centre can take the form of:

1. Hurting someone physically e.g. biting, hitting, kicking, throwing things at people.
2. Hurting someone verbally e.g. name calling, racist remarks, shouting.
3. Emotional sarcasm, threats or manipulation.
4. Showing disrespect for property of others, including mark making on furniture and walls.
5. Showing disrespect for the feeling of other e.g. not waiting a turn, spoiling someone's work.

The judgement of this should be made according to the child's age and stage of development, bearing in mind that 4 year olds and 2 year olds respond very differently. Factors such as how tired the child is and events happening at home should also be considered. It is important to encourage mums/dads to share these in confidence with the key worker e.g. a mum/dad being in hospital etc. If the behaviour is uncharacteristic your reaction may be different to when a consistent pattern of behaviour has been recognized and a strategy agreed.

Practical strategies to support Behaviour

- Our mums/dads/carers are informed of our policy when their children are admitted to a group or when they themselves might access a service. We work closely with them at all times, and ensure that they are aware of the need to set clear rules and boundaries, and what they are.
- We are able to deliver a programme to support mums/dads to manage their children's behaviours that they would like at home, and staff are always available to discuss on an individual basis any concerns parents may have regarding their children's behaviour

The adult's role in supporting Behaviour is

- To adopt a sensitive, caring attitude when dealing with children, and one another, promoting and acknowledging positive behaviour at all times.
- To acknowledge positive behaviour.
- To encourage a sense of responsibility by asking a child to pick up something they have dropped or to help them mend something they have broken.
- To support a child to make amends according to the circumstances and their stage of development e.g. get a tissue, help rebuild a model.

- To have clear and consistent boundaries and explain these to the child in a way they will understand.
 - To show by our own behaviour respect for each other and the children and mums/dads.
 - To offer a child alternate ways to channel their aggression e.g. banging a cushion or a piece of clay.
 - Approach, quieten and calm the situation.
 - Try to stop the behaviour, especially if someone is being hurt or is in danger.
 - Comfort the child who is the victim - this may mean someone else does this while you deal with the other child.
 - Acknowledge children's feelings.
 - Gather information from the children involved.
 - Try to find out the reasons for the behaviour.
 - Restate problem for the children.
 - Ask for ideas for solutions.
 - Depending on the children's level of maturity help them to resolve the dispute themselves.
 - Help the children to choose the situation.
 - Explain clearly and in language appropriate to the child's level of understanding what it is that is unacceptable.
 - Label the behaviour rather than the child e.g. 'that was an unkind thing to do' instead of 'you unkind boy/girl'.
 - Help the child to make amends appropriately e.g. comforting the victim, getting a tissue, mending the broken toy, model.
 - Whenever possible use positive language e.g. 'we can run in the garden', rather than 'stop running indoors'.
 - Tell the child clearly what will happen if they do not stop this behaviour e.g. moving the child to another area to get involved in something else.
 - Give follow up support.
- ▶ If unacceptable behaviour continues, staff may need to remove children from their chosen activity and give them a short time to calm down before returning to the group. Wherever possible as a first step they will be given a choice of re-direction to another activity. The situation will be diffused as quickly and calmly as possible.
 - ▶ In an emergency a staff member may need to take necessary physical action to prevent personal injury to either children or adults, or serious damage to property. Physical restraint is seen by the staff as a positive application or appropriate force in order to prevent a child from harming him/herself or other children. It is seen as act of care and control, not as a punishment. And the Local Authority guidelines are adhered to at all times.

Strategies to assist the adult

- Get down to child's level.
- Try to maintain eye contact to emphasis that you are serious.
- Use a firm and controlled voice rather than shouting.
- Don't embarrass or humiliate the child.
- Call a colleague for help if you feel yourself getting upset or angry.
- Deal with behaviour immediately and then drop it.

Safety

It is adult's role to judge the safety of what a child is doing and to decide the appropriate response. This decision should balance the need of the child to explore and stretch their strength and abilities with the risk of them injuring themselves. This can sometimes vary according to the adult's own personal confidence and the experience so a consensus of opinion may need to be taken for certain areas e.g. climbing trees. If a child is repeatedly climbing on a piece of equipment deemed to be unsafe then a review of the experience being offered may be needed. For example there may need to be opportunities to climb elsewhere or a child may need more opportunities to go outside.

If the problem persists

- Discuss at end of the day.
- Talk to mums/dads/carers to discover if this behaviour is repeated at home.
- Agree to strategy to be used at the Centre and home and share this with all staff involved.
- Review after an agreed time and agree further strategies.
- Discussion with mums/dads/ carers will not take place in front of the child and will be regarded as confidential. This is to ensure that we can work on any difficulties together and provide consistence between home and the Centre.
- In some cases it may be necessary to involve other agencies in providing advice and support.
- We may, in partnership with mums/dads/carers, write and implement an IEP focusing on targets to help improve behaviour.

Please note that this Policy applies to all staff directly employed by the Governing Body at Hillfields Children's Centre and Nursery School has taken into account the Local Authority Guidance and Policy Statements.

All staff and other appropriate stakeholders were involved in the consultation process for this Policy.