

# Dimension Childcare



## Equality of opportunity

### Achieving positive behaviour

#### Policy statement

We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. Dimension Childcare implements the ethos of the Rights Respecting schools award as it reinforces the principles and values of the UN convention on the rights of the child.

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.

Our approach to behaviour management is positive and our aim is to ensure that all children develop in a safe and happy environment.

#### Key principles

- To ensure that we provide a clear, positive and consistent approach to dealing with behaviour.
- 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.
- To respond positively to and reward appropriate behaviour rather than focusing on negative or unacceptable behaviour
- To ensure that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- We work positively to help children develop their personal, social and emotional skills and development as we believe this is needed to support behaviour.
- To 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.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- 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
- Children will always be given the opportunity to make amends for their behaviour.

#### Procedures

Although all staff have a responsibility for ensuring children behave in an appropriate manner, we have a named person who has overall responsibility for behaviour management. This person is **Sally White**. We require the named person to:

- Keep herself up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support through attendance of SENCO support groups and other relevant training. This information is passed on to all staff through meetings and in house training sessions to ensure that we have a consistent approach throughout the setting.
  - Liaise with outside agencies such as the Area Inclusion Officer, Speech and language Therapists and Riverside to support any children that require additional support or strategies for their behaviour.
  - Ensure behaviour management strategies put in place are being carried out effectively and consistently throughout the setting.
  - Support all staff with dealing with challenging behaviour effectively.
- 
- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate 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 support each child in developing a sense of belonging in our group, so that they feel valued and welcome, in turn developing their self-esteem, confidence and feelings of competence
  - 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 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 action and support them in learning how to cope more appropriately.
  - 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.
  - 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.
  - We use physical restraint, such as holding, only to prevent physical injury to 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 the Childcare Co-Ordinator and are recorded on an incident form. The child's parent is informed on the same day (please see physical restraints policy).
  - 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 inconsiderate 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.
  - 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 recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
  - We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them. We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.

- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
  - they do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the setting;
  - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
  - the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
  - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
  - The child has a developmental condition that affects how they behave.

## Strategies

- When confronted with negative behaviour, staff will distinguish between 'disengaged' 'disruptive' and 'unacceptable' behaviour.
  - 'Disengaged' behaviour may indicate that a child is bored, unsettled or unhappy. With sensitive interventions staff will often be able to re-engage a child in a purposeful activity
  - 'Disruptive' behaviour describes a child whose behaviour prevents other children from enjoying themselves.
  - 'Unacceptable' behaviour refers to non-negotiable actions and may include violence, bullying or destruction of equipment.

Staff will use the following strategies as appropriate to deal with behaviour.

- **Traffic light system-** All children follow the traffic light behaviour system. Children's photos or names are placed on the green 'happy' face at the start of each day and will be moved to the orange or red 'sad' face if they behave inappropriately. The child moves their own picture to the relevant face and is spoken to about the behaviour that led to the move to and given the opportunity to help them understand, recognise and talk about their emotions and feelings. The child is then given the opportunity to be placed back on the green face throughout the day/ session through positive behaviour and is praised for this. All children start on the green face at the start of each day/ session.
- **Moving children away from a situation-** there may be times where it is necessary to move a child away from the current situation; if the child is harming another child, they are continuing negative behaviour etc. In this case the child will be asked to move away or removed by a member of staff but are always given access to other resources or activities, they are never 'sent out of the room' or put in 'time out.' For younger children or babies they will be told 'No' firmly and moved away.
- **Achievement tree (babies, Toddlers, Preschool)-** Positive, kind, helpful and good behaviour is rewarded by adding the child's name to the achievement tree, along with the reason. This is celebrated with the rest of the children at circle/ group times during the day.
- **Superstar system (Out of schools)-** children are rewarded with a star for kind, positive or helpful behaviour. Certificates and prizes are given at the end of each half term for the children with the most stars on the board.

- **Thinking/calming station-** Children are given the opportunity to sit at the calming/thinking station to reflect on their feelings, emotions and behaviours to bring them back to a calm state. They will be provided with a quiet activity such as a puzzle, drawing or reading a book, to enable them to think and reflect.
- **Suspension (out of schools only)-** Only in extreme cases will exclusions or suspensions be considered. Please see Out of Schools suspensions and exclusions policy.
- **Rules-** we display clear rules that we expect children to follow (walking feet, listening ears, being kind to others, keeping hands and feet to self, looking after toys etc.). We talk about and help children understand these rules throughout the day, especially at circle/register/small group times.
- **Garden of good manners-** We display a poster of 'good manners' for children to look at and follow.

We understand that not all children will respond to these strategies and there may be times where we need to adapt them or work with support from outside agencies to deal with behavior appropriately to individual children's needs.

### *Children under three years*

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children. The above strategies will be molded to suit the age and emotional stage of each child.
- We recognise that babies and 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 inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are 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.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.
- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

### *Bullying*

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour. A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another.

Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children. Please see Out of Schools Bullying policy.

This policy was adopted on

	_____	(Dimension Childcare)
Held on	April 2016	(date)
Date to be reviewed	April 2017	(date)
Signed on behalf of Management	_____	
Name of signatory	_____	
Role of signatory (e.g. Manager/Room Leader)	_____	