



St Thomas More Playgroup

Behaviour Management Policy

All staff are responsible for behaviour management within the setting and will seek training and advice to ensure they have the necessary skills.

Supporting behavioural strategies and procedures

The children will be involved in devising a simple set of 'Golden Rules,' based on positive statements. These will be displayed in and around the setting. Help will be given to the children to understand these statements and will be consistent in the way that staff reinforce them. All expectations of the Golden Rules will be age-appropriate.

Staff will help children look after themselves by:

- Praising them: focusing on the positive things they do
- Helping them to recognise their feelings and express themselves in an acceptable way
- Encouraging them to ask for help from peers as well as adults
- Encouraging their attempts and identifying with a view to planning for their interests
- Building their independence through self-help skills
- Encouraging them to see the good in others
- Encouraging them to learn from each other

Staff will help children to care about others by:

- Using conflict resolution and keeping calm
- Modelling appropriate behaviour
- Working on and reinforcing the understanding of feelings.
- Naming and making feelings clear including the consequences of their actions: reflecting back to children
- Being aware of the power of language, i.e. not being confrontational or negative
- Boosting self-esteem
- Giving time to listen and help acknowledging their responses sensitively

Staff will help children to be polite by:

- Saying "Good morning" and where appropriate "Please" and "Thank you" (model behaviours that staff in partnership with the parents want children to copy)
- Encouraging children to wait their turn
- Talking one at a time: listening to each other without interrupting when someone is already speaking

- Giving children clear messages and setting a positive example

Staff will ask children to look after equipment by:

- Encouraging children to use equipment appropriately
- Teaching them about health and safety
- Encouraging them to help mend broken toys and equipment
- Playing games, e.g. in circle time and considering, "How do we look after this?"
- Washing the bikes, toys etc.
- Reminding them to tell staff about breakages
- observing staff looking after the equipment and therefore modelling it

Staff to help children to care about the environment by:

- Making it as attractive as possible
- Cleaning resources
- Tidying up together
- Displaying children's work
- Picking up rubbish
- Providing labelled storage
- Looking after indoor and outdoor plants
- Explaining proper care and use of resources (painting area, home corner, sand pit etc)
- Noticing, acknowledging and praising 'careful handling' and modelling it
- Sharing responsibility

There will also be a regular assessment of the environment to ensure that it is not having a negative impact on behaviour and that all children's needs are being met.

Examples of Behaviour and Strategies

All children have the right to be cared for in a happy and secure environment. Therefore, it is extremely important that all children know what is expected of them and what the boundaries in the setting are. It is the vision of the setting to develop a range of positive behaviour management techniques.

Staff will be familiar with a range of behaviours that children display at this age, most of which are to be expected for their age and in particular when they are new to a setting. Staff may be expected to deal with behaviour, such as inappropriate shouting out, having a 'tantrum', snatching and walking away at tidy-up time etc. Staff intervention will be low key and may include one of the following:

Using a positive statement, e.g. "If you want to throw something, you could go outside and throw a ball"

Explaining any concerns e.g. "If you lean back on your chair you may fall over"

Giving choices

Having a group discussion about our visual 'golden rules'

Staff will deal with more challenging behaviour by:

Labelling the behaviour not the child, e.g. saying "I don't like it when....." or "It's not okay to...."

Using non-confrontational language, e.g. "When sand is thrown....." instead of "When YOU throw sand..."

Where behavioural difficulties continue, parent/carers will be further invited to discuss this and we can share our thoughts. Through working together we will explore possible underlying causes and share positive strategies in order to ensure a consistent approach between playgroup and the child's home.

When working together with parents in relation to a child's behaviour an action plan will be jointly agreed and reviewed to monitor outcomes.

A minority of children may need additional or different support, beyond that of other children of the same age.

Support for these children, in collaboration with parents/carers may involve setting up an Individual Development Plan (IDP) with specific targets related to behaviour (please refer to Special Educational Needs and Disabilities Policy). Where appropriate, this stage may include referral to external agencies for additional support/assessment with the parent/carers' consent.

Physical intervention will only be used to manage a child's behaviour if it is necessary to prevent personal injury to any child or adult, to prevent serious damage to property, or in what would reasonably be regarded as exceptional circumstances, e.g. to prevent a child from running into the road.

Any occasion where physical intervention is used to manage a child's behaviour will be recorded and parents will be informed about it on the same day or as soon as reasonably practicable.

Corporal punishment will not be used within the setting.

Signed:.....

Policy date: September 2018

Review date: September 2019