

### General Welfare Requirement: Safeguarding and Promoting Children's Welfare

Children's behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs.

## Equality of opportunity

### 1.13 Achieving positive behaviour

#### Statement

The Children's Learning Centre believes that children flourish best when their personal, social and emotional needs are met and where there are clear consistent and developmentally appropriate expectations for their behaviour.

#### Aims

- To teach the children to behave in socially acceptable ways and to understand the rights of others.
- Promote positive behaviour strategies which are developed according to individual needs.
- To work towards positive discipline which enables the children to develop their own self-discipline and self-esteem in an environment of mutual trust, respect and encouragement.
- Children and adults should feel valued and respected and each person should be treated fairly and well.
- Children are free to play and learn without fear of being hurt or hindered by anyone else.
- To help each child to feel special so they will come to trust, respect and relax within themselves and be able to thrive in a happy, safe and secure environment.

# Achieving Positive Behaviour

## Method

- We have a named person who has overall responsibility for issues concerning behaviour management.
- We require that person to:
  - Keep up to date with legislation and research methods that promote positive behaviour.
  - Access any relevant source of support and expertise on handling behaviour where needed.
  - Ensure that all staff receive in house training on promoting positive behaviour.
  - A record to be kept of any such relevant training.
- We require all staff, students and volunteers to provide a positive model of behaviour by treating children, parents and each other with friendliness, care and courtesy.
- We ensure that all staff and parents are familiar with our behaviour policy.
- We recognise that codes for interacting with other people may vary between cultures and require our staff to be aware of, and respect, those used by members of the setting.
- We expect all members of our setting to keep to our guidelines on behaviour management and require these to be applied in a fair and consistent way.
- We work in partnership with our parents. Parents establish a good relationship with their child's key person, where any concerns about unacceptable behaviour can be addressed jointly and an appropriate response agreed.

## Strategies

- We require all staff, students and volunteers to use positive strategies for handling negative behaviour by encouraging children to find the solution in a way that is appropriate to their own individual development.
- To acknowledge children's feelings and help them to understand them by supporting children to gain control of their own feelings so they will learn the appropriate response needed.
- All staff are encouraged to reward good behaviour. As a setting we believe that this method used appropriately and frequently will develop an ethos of kindness and cooperation.
- We share are social rules with children, parents, students and volunteers, encouraging everyone to respect them ;
  - Be kind and caring
  - Good listening
  - Good looking

## Achieving Positive Behaviour

- Good sharing
- We must always praise the action, not just the child to reinforce good behaviour;
  - “Gemma, that’s very good walking.”
  - “John, that is excellent sitting, good boy.”
- We avoid creating situations where children receive adult attention only in return for inconsiderate or negative behaviour.
- We never use physical punishment such as smacking or shaking. Children are never threatened in this way.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property. Details of any such an event will be recorded and names of witnesses taken. The parent of the child will be informed the same day.
- We support each individual child in developing their self-esteem, confidence and sense of belonging, so they feel respected, valued and welcome.
- It is our responsibility to ensure that there are enough toys and resources available and that there are plenty of sufficient, meaningful activities to avoid unnecessary conflict over sharing and waiting for turns.
- We do not shout or raise our voices in a threatening way in response to children’s behaviour.
- We must always remain calm in any behavioural situation using appropriate tone of voice.
- We never send children out of the room by themselves as a punishment.
- We develop strategies to contain rough and tumble play that are agreed with the children and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We take hurtful behaviour very seriously, but also recognise that young children can behave in hurtful ways towards others because they have not yet developed the way to manage their feelings that can sometimes overwhelm them. We need to support them in learning to manage their feelings and do this in a way that is appropriate to their cognitive development.
- We help children to learn to empathise with others, understanding that they too have feelings and that their actions have an impact on others ‘feelings.’
- We encourage our children to pro-social behaviour, such as resolving conflict. Staff need to support children with this method and promote problem solving and skills such as sharing and turn taking.
- Staff and students support the children’s social skills through modelling positive behaviour, using activities and play opportunities and the relationships we form with them.
- We help a child understand the effect that their hurtful behaviour has had on another child. Although we cannot force a child to say sorry, we can encourage them to show an action, cuddle or rub etc, so that we show the importance of sharing a genuine sorrow for what they have done.

## Achieving Positive Behaviour

- When behaviour becomes problematic, we work closely with parents to identify the cause and find a solution together that will work for that individual child.

## Children under three years

- When children under three behave in an inconsiderate way we realise that strategies for supporting them need to be developmentally appropriate and are different from those for older children.
- We are aware that very young children are unable to regulate their own emotions, such as fear, anger or distress and require all staff and students to be sensitive towards this.
- We recognise that inconsiderate or hurtful behaviour can be common in very young children, including tantrums, biting or fighting. Staff must remain calm and patient, offering comfort to intense emotions, helping children to manage their feelings to help resolve issues and promote understanding.
  - Parents and carers may need support in helping to manage this kind of behaviour.
  - Clear positive strategies will be needed to be used by all staff and parents.
- With frequent biting, tantrums, etc. We need to find the underlying cause such as a change at home, frequent change of carers, note that behaviour could also be due to 'separation anxiety'.
- We ensure the child can make attachments to their key person, to help build a strong relationship to help the child and family feel safe and secure.

## Bullying

- Bullying is anti social behaviour and affects everyone; it is unacceptable and will not be tolerated. All incidents of bullying will be dealt with swiftly. Bullying is defined as deliberately hurtful behaviour, repeated over a period of time with four types being.
  - Physical- Hitting, kicking, theft
  - Verbal- Name calling, racist remarks
  - Indirect-Spreading rumours, excluding someone, sly looks etc
  - Cyber-Using modern technology, which could involve some or all the following;
    - Mobile phones
    - Internet and Email
    - Social Networking sites
    - Instant messenger (e.g.MSN)
    - Chatrooms and message boards
    - Blogs
    - Video hosting (e.g.You Tube)

## Achieving Positive Behaviour

- Gaming sites.

### Peer on Peer Abuse/Bullying

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 to another.

Bullying/peer on peer abuse can occur in children 5 years old and over and may well be an issue in the after school/holiday club, where we take up to 12 year old children. If a child bullies another child or children;

- We intervene to stop the harming another child
- We give reassurance to the child who has been bullied
- We explain to the child doing the bullying why his/her behaviour is inappropriate
- We help the child who has done the bullying understand the impact of their actions and help them to understand genuine remorse
- When a child who bullies behaves in a positive considerate way they need to receive praise to reinforce that considerate action
- We do not label children who bully
- We recognise that children who bully may be being bullied themselves
- When children bully, we discuss what happened with their parents and work out with them a plan for handling the child's behaviour.
- When children have been bullied, we share what happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable behaviour
- We continue to support and reassure the child who has been bullied.