

BEHAVIOUR MANAGEMENT

AIMS / OBJECTIVES

Aims - the aims of our behaviour policy are to support a child to:

- Develop a positive self-esteem so that the child feels secure, happy, respected and valued
- Reach their full potential
- Be aware of and accept their own emotions and those of the setting environment
- Encourage the children to respect themselves, each other and their possessions and to make them aware that it is their behaviour that is not acceptable not the actual child.

Objectives of our behaviour policy (the importance of adults as a positive role model is paramount in these):

- To care for each other
- To treat each other with fairness and respect
- To learn the value of friendship
- To praise effort and to share in others success
- To behave within the socially acceptable boundaries encouraged within the group
- To provide a caring, positive learning environment which is safe, stimulating and appropriate to the stage of development of each child
- To respect and care for the building/equipment and other peoples' belongings

Discipline in our setting involves early intervention to prevent disagreements children cannot handle, discouraging unacceptable behaviour and being positive about good behaviour. This involves encouraging the child to recognise that what he/ she done is not acceptable behaviour and why, and to give an apology.

If the unacceptable behaviour continues we will attempt to rectify it by: -

- Warning the child of the potential for removal from activity/ play
- Removing the child from the activity/ play for a short period
- Welcoming the child back into the group and offering them an interesting activity when he/ she has realised that their behaviour was unacceptable

To clarify we follow these three steps to help manage behaviour:

1. Explaining: explain to the child their behaviour is not kind because they are upsetting their friends and staff. As best as possible ensure that they understand what they have done and why they shouldn't be doing it. Ask the child to apologise and not do the action again.
2. Warning: If the child carries out the action again in a short space of time, explain their actions to them again and explain that if their actions continue they will be sat on thinking time to reflect on their behaviour.
3. Thinking Time: If the child carries out the action for the third time, sit the child down in a calm space and tell them they need to think about what has been said. Leave the child for 2-5 minutes (depending on age)

- If a child has harmed another child, such as hitting or biting then we start on stage 3

As stated above it is our aim is to show the child that it is his/ her behaviour that is unacceptable and not the child in question.

If unacceptable behaviour recurs, practitioners will discuss the problem with the child's parent/carer and a decision will be agreed upon how it is best to respond to it. Parents are also encouraged to discuss with the practitioners any concerns they may have in relation to unacceptable behaviour.

Children should **never** be punished by smacking, slapping or shaking. There are no circumstances in which such a punishment can be acceptable. Depriving a child or forcing a child to consume food or drink and embarrassing or frightening a child is also prohibited. The use of violence or abuse by a practitioner will result in disciplinary procedures.

Behaviours considered to be unacceptable are:-

- Physical abuse – including biting, hitting, punching, pinching, scratching, kicking and pushing
- Verbal abuse – including racist or sexist remarks and name calling
- Bullying – defined as persistent name calling, minor harassment (such as taking things, toys etc., away from someone) and more major incidents involving physical violence or a group of children picking on one child
- Spitting
- Screaming, shouting, running inside the nursery building

Practitioners will work with parents/carers in managing children's behaviour.

At Ramas Daycare, we are committed to providing the highest standards of quality care for your child.

At our setting the practitioners will set the required limits of acceptable behaviour for the children without using physical punishment.

Our theory is that a child needs to learn what is acceptable behaviour and what is not. Parents play an integral part in this.

We discourage negative behaviour and encourage positive behaviour through reinforcement.

The setting has incident forms, which record certain incidents, which if they occur over a period of time will be discussed with the parent/carer when necessary.

With younger children this will help them as they progress towards toddler age. It is our policy to help guide them with their behaviour.

When the child reaches pre-school age they will have some idea of what is acceptable and what is unacceptable behaviour. This will help shape their character and lead to better behaviour.

Ramas Daycare are aware of bullying and that it is not acceptable behaviour.

We help and manage a child's behaviour through distraction, discussion, praise and reward and if needed time out from the situation.

Practitioners who work with children have to learn to cope with all sorts of behaviour, which can range from children that are tired or are having an "OFF" day to very serious negative behaviour.

Parents are informed verbally and consulted about their child's behaviour. If the incident persists a meeting will be called to discuss the problem.

Behaviour covers everything children do and is one of the principal means by which we can recognise what they are thinking, feeling, and experiencing. Behaviour is linked to their stage of development, personality and capacity to cope.

"The Oxford Dictionary defines behaviour as manners, moral conduct, and treatment shown towards others. This implies that there is a factor of judgement, which we use when talking of a person's behaviour, based on values and, attitudes as well as training and skill".

(Special issues in childcare (1993) O'Hagan & Smith)

Please feel free to request more information if you have any additional enquiries from our professional practitioners. We operate an 'Open Door' policy towards parents so please feel free to walk into our setting at any time to discuss any concerns about your child.

Promoting Positive Behaviour

Within Early Years our goal is to promote pro-social behaviour amongst our children. We carry this out through being positive role models, rewarding good behaviour, ignoring minor misdemeanours, planning for stage appropriateness as well as age, differentiating (looking at individual needs) activities and language used and the use of reflective practice.

We use the following A B C model when dealing with behavioural issues.

A is for Antecedent

B is for Behaviour

C is for Consequence

The Early Years' Theorist, B F Skinner, is widely recognised and referred to in behavioural management and his theory takes into account what happened before the incident occurred and whether this caused or effected the negative behaviour. This is referred to as the 'Antecedent' and is key in highlighting what may have been the trigger. The importance of this is so that if there is a reoccurrence of the same behaviour, it may be that the 'Antecedent' or trigger can be prevented to stop a child feeling frustrated, angry or generally upset.

The use of the sticker chart is a good example of our recognition of not just good behaviour, but positive role models between peers, who are held up as good examples to the other children. All children have an opportunity to shine in this manner.

The 'Consequence' would involve a practitioner talking in a quiet, but firm voice at the child's level and asking the child to stop behaving in the particular manner that has been inappropriate. If that is ineffective a system of time out is used in order to give the child some time to reflect (obviously appropriate to their age). Shouting is kept to an absolute minimum, and would only be used if a child's behaviour endangered either him/herself or another child.