

CHRISTIAN FAMILY CONCERN

BEHAVIOUR MANAGEMENT POLICY

This Policy will cover all Units/situations where Christian Family Concern staff have responsibility for childcare.

This policy applies to all staff, visitors, parents/carers and children who enter our organisation. We want to ensure that:

- All adults and children work together so everyone can learn, and where we respect and value one another
- All children and service users feel safe, secure and are supported to develop confidence, independence and resilience
- Services actively promote these values to families and other users

Why we have a policy

The need for us to 'manage behaviour' within our childcare settings arises because we recognise the importance of Personal, Social and Emotional development and work together so that:

- All children and adults show respect and consideration for themselves, others and for our environment
- We learn to take responsibility for our own actions
- Staff give consistent messages of our expectations and take prompt action to deal with and record any issues that may arise
- There is a shared understanding by all staff, parents and visitors of the behaviour to ensure everyone is safe and healthy
- Strategies to be used to enable children to behave within the boundaries that are set
- We can manage any behaviour that we wish to discourage

Foundations for positive behaviour

We affirm positive behaviour and teach the skills required for living and working together in a calm atmosphere of respect and trust. To promote positive behaviour in individual children and groups of children we recognise the importance of, and aim to provide:

- A rich play environment
- A physical environment that is engaging and stimulating
- Staff teams who are working well together and have adequate time for team meetings and individual supervision to reflect on their practice
- Staff who will speak to children with respect, at their own physical level and in a calm and considered way

Examples of positive behaviour we wish to encourage in the children would be:

- Thoughtful actions e.g. helping peers or members of staff
- Caring for others e.g. comforting peers if they are upset or injured
- Sharing our resources e.g. taking turns appropriately or offering a toy to a peer
- Including others e.g. inviting less confident peers to join in
- Tidying up resources carefully
- Taking responsibility for one's own actions
- Listening to others
- Able to get adult attention appropriately through positive behaviour and have these noticed and endorsed
- They will be praised for their efforts as much as their achievements and have their individual character and personality recognised
- They understand clearly what is expected of them – what is/is not acceptable

Unacceptable behaviour

There are some kinds of behaviour that we cannot tolerate. These are behaviours which may compromise the safety, confidence and comfort of individual children or adults, or that may result in resources and the environment being damaged or destroyed. Example of these might be:

- Physical or verbal abuse to children, staff, visitors or parents/carers
- Racial abuse, sexual harassment, physical intimidation or bullying
- Disruption of other children's play or purposeful activity
- An uncaring attitude to the nursery environment and resources
- Staff shouting at children (to be differentiated from a member of staff shouting to be heard e.g. over a distance or above a clamour. Even in these circumstances alternatives should be used wherever possible)

How to deal with Unacceptable Behaviour

Staff must keep colleagues, normally their Line Manager, informed of any intervention with a child exhibiting unacceptable behaviour.

Unacceptable behaviour will be dealt with using approaches from the following that are most likely to be effective in restoring acceptable behaviour patterns:

- Distracting children
- Diverting children
- Instructing a child to come away from a situation (or if necessary instructing other children to come away if, for instance, a misbehaving child refuses to move)
- A member of staff may raise the volume of their voice and change the intonation to show their concern, the need to be listened to, to get behaviour to change, or to show disapproval of behaviour (not the child). Shouting at a child (see above) is not acceptable.
- 'Time out' – always carried out in a way that means a child is supervised to ensure safety. 'Time out' may take different forms and carried out in different places. Where the 'time

out' offers or allows the child no stimulation or occupation it must be for the shortest period possible (to restore calm for example)

- **Time out must be recorded and senior staff must be kept informed. The expectation should always be that children will be included at the earliest opportunity. Any form of intended exclusion must be discussed with senior staff.**
- Excluding children within the setting from particular activities or rooms for periods of time.

Further measures

Excluding children from the setting either temporarily or permanently. These last resort measures are to be avoided wherever possible.

A temporary exclusion is to allow the child (and in some circumstances the parent/carer) to reflect on the seriousness of our concern about their behaviour and provide the clearest measure possible that unacceptable behaviour must stop).

A return from a temporary exclusion is likely to involve a written personal behaviour agreement signed by the parent.

In some circumstances, the parents or carers may have significantly different expectations of their child's behaviour. In this circumstance we want to respect their right to exercise a choice to move their child to another setting.

Responding to unacceptable behaviour

Most, if not all, children are likely to 'test' boundaries from time to time as part of their individual development. Some children will from time to time behave in unacceptable ways for various reasons.

In responding to unwanted behaviour we will aim at all times to take account not only of children's age, development and level of understanding and emotional state but all that we know about the context or situation for the child both inside and outside of the childcare setting.

All staff share equal responsibility in dealing with unacceptable behaviour immediately. The key person will be informed and the behaviour discussed as soon as possible with the Room Leader.

Interventions

- Under no circumstances are any forms of physical punishment or threat/intimidation acceptable.
- Approaches that seek to humiliate, demean or undermine a child's sense of self-worth are always unacceptable.
- Depriving children of food is not appropriate.
- Isolating children for lengthy periods of time is not acceptable

- Any disapproval that suggests to the child or others that their unacceptable behaviour is a 'result of' or arises from gender, ethnicity, faith backgrounds or family background is unacceptable.

Informing parents/carers of unacceptable behaviour

We will inform parents/carers of any incidents of unacceptable behaviour in a sensitive and timely manner to work in partnership with them to support children's behaviour at nursery and, when necessary, at home.

When necessary, the school's SENCO will take time to observe a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Staff Training

'Good' behaviour management is founded on a strong knowledge and understanding of the EYFS and Development Matters. Both documents are available in all rooms.

All Christian Family Concern staff receive regular supervision and annual appraisal, and there is strong commitment to facilitating staff training. Staff will constantly update their knowledge and skills as part of their ongoing professional development.

In cases of behaviour management issues, with children, staff or parents, please refer to The Restorative Approach – active listening resource – found below.

Failure to adhere to the above will lead to actions under the Charity's Disciplinary Procedure.

The Restorative Approach

We adopt the principles of The Restorative Approach; an approach to negative, inappropriate behaviour which puts repairing harm done to relationships and people at the centre of our focus.

Everyone involved in an incident is taken through the 5 stages of the Restorative Approach and is therefore supported in coming to understand the harm that has been caused to all parties.

The 5 stages are:

1. What happened? Drawing out each person's story one at a time.
2. What do you think and feel about that? What each person was thinking at the time, before and since.
3. Who has been affected and how? Who has been harmed/affected and how?
4. What are the needs of those involved? What those affected need to feel better, move on, repair harm and rebuild relationships.
5. What agreement can we reach about the future? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this?

Staff support children in this process but try to ensure the children form their own agreement when possible. This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving children this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict.

We also believe that if children reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the children in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation in their own way. All staff working within our Nursery use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

Implementation of the Restorative Approach

We recognise that all children are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour. The 5 stages of Restorative Approach underpin our approach to behaviour issues but we are conscious that we adapt our approach to ensure it is suitable for the child's age and level of understanding.

When working with children in the Early Years Foundation Stage our focus is on the initial stages of the Restorative Approach. Staff working with these children focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs are all used to support the children's understanding of the approach. As children become more secure in the skills needed for each stage, they progress to the next one.

This approach is also adapted for other children throughout the Nursery. Children with low levels of emotional maturity or with Special Educational Needs can need support in recognising how their actions have affected others or how they feel about an incident. Children are supported in developing their understanding of the Restorative stages at their own pace.

Staff use their discretion and knowledge of the children involved to determine how best to implement this approach and who to involve. They also recognise that at times this approach may not prove successful and will need to be reviewed.