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**BRAMBLES CHILDCARE CIO**

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| **POLICY TITLE:** | **BEHAVIOUR MANAGEMENT** |

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| **POLICY REFERENCE:** | **BRAM03** |
| **Issue Number:** | **02** |

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| **2020-2021** | **NAME** | **TITLE** |
| **Brambles Manager** |  |  |
| **Committee Member** |  |  |

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| **2021-2022** | **NAME** | **TITLE** |
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Policy to be reviewed and signed annually (see above). Policy to be re-issued 3 yearly or when changes are required. Whichever occurs first.

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| **Issue Date:** | **OCT 2020** |
| **Review Date:** | **OCT 2023** |

**Statement of intent**

Brambles Childcare believes 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.

**Aim**

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

**Methods**

* The Manager has overall responsibility for issues concerning behaviour.
* All staff:
* keep up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
* access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social, and emotional development.
* 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 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.
* We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
* We expect all members of Brambles Childcare - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
* We 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.

**Strategies with children who engage in inconsiderate behaviour**

* 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 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 acknowledge considerate behaviour such as kindness and willingness to share.
* We support each child in developing self-esteem, confidence, and feelings of competence.
* We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
* 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.
* 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 manager and are recorded in the child's personal file. The child's parent is informed on the same day.
* 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.

**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.
* We recognise that 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.

**Rough and tumble play, hurtful behaviour and bullying**

Our procedure has been updated to provide additional focus on these kinds of inconsiderate behaviours

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**Rough and tumble play and fantasy aggression**

Young children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

* 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 will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
* 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 are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

**Hurtful behaviour**

We take hurtful behaviour very seriously. For children under five, hurtful behaviour is momentary, spontaneous, and often without cognisance of the feelings of the person whom they have hurt.

* 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.
* 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.
* We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
* We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.
* We help young children develop pro-social behaviour, such as resolving conflict over who has which toy.
* Some children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
* We do not force children to say sorry but encourage this where 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.

**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 to another.

If a child bullies another child or children:

* we show the children who have been bullied that we are able to listen to their concerns and act upon them.
* we intervene to stop the child who is bullying from harming the other child or children.
* we explain to the child doing the bullying why her/his behaviour is not acceptable.
* we give reassurance to the child or children who have been bullied.
* we help the child who has done the bullying to recognise the impact of their actions.
* we do not label children who bully as 'bullies'.
* we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying (without divulging their name) is being helped to adopt more acceptable ways of behaving.

**version History**

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| Issue No | Significant changes from previous version | Author | Date |
| *02* | *Adopted on to new template* | *R Russell* | *05/10/2020* |
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