

# Behaviour

# Management Policy

## **Policy Statement**

We believe that children thrive in environments when their personal, social and emotional needs are met and where there are clear and appropriate expectations for their behaviour.

Little ones need to learn that their world includes other people! As far as is developmentally possible, we work together and with Parents to encourage children to consider others; their feelings and rights, and what 'Being a Friend' really looks like.

## **Procedures**

- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of and respect these differences.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and each other in a courteous manner.
- We familiarise new staff and volunteers with the settings Behaviour Policy and guidelines and expect all members to consistently adhere to these guidelines.
- **The only time staff will use physical force is to restrain a child who is either being a danger to themselves or others.**

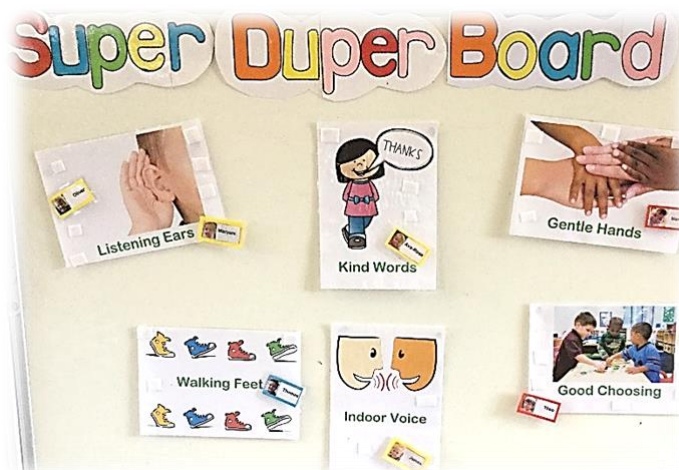
## *Partnership with Parents*

- Parents are regularly informed of their child's behaviour and we work together with Parents to address recurring undesirable behaviours, using our observation records to help us understand the cause and to decide jointly how to respond appropriately.
- The main reasons for a very young child to engage in excessive hurtful behaviours are:
  - they feel insecure and unable to communicate their needs;
  - their primary carer(s) do not have the skills in responding appropriately and therefore negative patterns are developing;
  - the child may have insufficient English or speech to express themselves and therefore feel frustrated;
  - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
  - the child has a developmental condition that affects how they behave.

## *Strategies we use with children who need support in this area*

- Common behaviours in young children include outbursts, biting or using hands to hurt. When dealing with these behaviours our staff are patient and calm; offering comfort and support which helps children to manage their feelings.
- We help children to find solutions to their problems in ways that work in harmony with their age/stage of development.
- We focus on ensuring that every child's key person is building a trusting relationship with them to provide security and comfort for the child.

- 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 using aids such as our 'Super Duper Board' song/picture cards to celebrate and remind of good choices.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in a sense of belonging to 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.
- We do not shout or raise our voices in a threatening way in response to a child's behaviour.
- We promote understanding and support social skills by modelling behaviour through activities, role play and social stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.



Where this does not work, with parent/carer permission, we make appropriate referrals.

#### Specific considerations for Two Year Olds

We understand that the needs of a two-year-old can be very different from that of a three or four-year-old, for example - a 2yr old may 'tire' more easily than older children or be able to tolerate hunger with less 'control' than their peers. In light of these considerations, we:

- Communicate with parents about their little ones needs and routines at home including toileting, sleeping and eating habits.
- Make sure that we have a cosy area for little ones to relax in and that can be used as a sleeping area if needed.
- We allow little ones to bring in a comforter from home (e.g. small blanket or teddy) to help them settle.
- Work with parents to best support toileting needs e.g. use a potty from home, observe specific times of day for routines, support parents with toileting training advice and literature.
- Focus activities are tailored to the needs of younger children and staff have realistic expectations for their stage of development.
- Little ones are given plenty of warning before changing activities (e.g. use a 5 minute sand timer).
- Praise little ones for showing \*wanted\* behaviour such as joining in.

**Updated: January 2025**