



## Behaviour Management

Sunnyside Playgroup 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.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

### EYFS Key Themes and Commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child Development 1.2 Inclusive Practice 1.3 Keeping Safe	2.2 Parents as partners 2.3 Supporting Learning	3.2 Supporting every child 3.3 Learning environment	4.4 Personal, Social & emotional development

### Procedures

The manager has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

- We require the named person to:
  - Keep her/ himself 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; and
  - Check that all staff have relevant in service training on promoting positive behaviour. We keep record of staff attendance this training.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware- 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 our setting- children, parents, staff, volunteers and students- to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with 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, nor do we use a “naughty chair” that excludes children from the group.
- 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 intervene 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 our setting leader 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 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.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause- such as a change or upheaval at home or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of “separation anxiety”.
- We focus on ensuring a child’s attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

**Our Behaviour Management Leader is Shirley Davis**

**This policy was revised and adopted at a meeting of Sunnyside Community Playgroup.**

**Signed on behalf of Sunnyside Community Playgroup. Date \_\_\_\_\_**

**Play Leader \_\_\_\_\_ Committee Member \_\_\_\_\_**