

Gainsborough Adventure Playground Ltd

Behaviour Management Policy & Procedure (Promoting Positive Behaviour)

The behaviour management officers for GAPA are Lisa Pinkney and Claire Jones
At GAPA we want every member of the setting community to feel valued and respected, and for each person to be treated fairly. We are a caring community, whose values are built on mutual trust and respect for each individual. Our behaviour policy is therefore designed to support the way in which everybody can live and work together in a supportive way. We believe that all children are entitled to be cared for in an environment in which they feel safe, therefore we aim to promote an environment where everyone feels happy and secure.

We acknowledge that there are times when issues surrounding behaviour will need to be supported by adult intervention and we will use the behaviour management policy and procedure to guide us through this process.

Corporal punishment will not be given to a child for whom we provide early years provision. We will not use or threaten corporal punishment or any form of punishment which could have an adverse impact on the child's well being.

Aims and Values

Personal, Social and Emotional Development is a core element of the Early Years Foundation Stage (EYFS). The EYFS states (Page 5) that PSED involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

We are committed to working in partnership with parents and carers in supporting children's development in all areas, including behaviour and we take into account children's age and stage of development. We recognise that there may be different expectations for children's behaviour at home and at GAPA. We therefore work closely with parents/carers to explain the ways in which we promote positive behaviour and to explain the ways we can work together to promote the same message to children.

At GAPA, we aim to ensure the individual needs of all children are met by providing clear, consistent and developmentally appropriate expectations for behaviour guided by PSED in the Development Matters in the Early Years Foundation Stage (Page 8 – 14). Children will be supported to learn and develop respect, understanding and compassion, fairness and equality, kindness, confidence and self-esteem.

1. Respect: all children will be encouraged to have respect for themselves, for other people (their feelings, beliefs and values) and for GAPA environment including equipment and property.
2. Understanding and compassion: all children will be supported to understand other people's views and experiences and to be caring and tolerant towards others.
3. Responsibility: all children will develop an increasing ability to make choices and take responsibility for their own actions. In particular we help children to develop an understanding of the consequences of their behaviour.
4. Fairness and equality: all children will develop an understanding of how to be fair to all: how to share and give everyone an equal chance (within the context of everyone having different needs). All staff will demonstrate this behaviour in their actions also.

5. Kindness: staff will support children to promote acts of kindness to each other and to assist children in ways of being gentle towards each other.
6. Staff will support and the use of positive reinforcement: to acknowledge considerate behaviour, reinforcing positive behaviour developing children's confidence and self-esteem.

As part of the induction procedure, all staff will be made aware of the procedure to support positive behaviour according to clear, positive, consistent guidelines. Staff will make every effort to act as good role models to children by behaving in a friendly and considerate manner themselves, creating an atmosphere of respect and value for one another. Parents / carers using GAPA will be supported in a partnership approach towards achieving these aims.

Staff will work effectively together as a team and show a fair and consistent approach to incidents. They will discuss any concerns with parents/carers in an attempt to understand and identify possible causes of negative behaviour.

Physical intervention will only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children, an adult or serious damage to property. Where physical intervention is used it will be recorded in the incident log and parents/carers will be informed on the same day when picking up the child or as soon as is reasonably practicable.

Staff will focus directly on positive features of the child's behaviour.

GAPA has a named person who has overall responsibility for behaviour management. The named person is **Lisa Pinkney** and **Claire Jones** and has the necessary skills to advise other staff on behavioural issues and knows how to access expert advice if necessary. The named person will be encouraged to attend training to update their knowledge on a regular basis.

Supporting behavioural strategies and procedures

Where negative behaviours are recognised or observed staff will intervene appropriately, in a clear, calm and positive manner, to support children to reconcile conflict. This will be done with an age appropriate approach.

We help children look after themselves by:

- Praising them: focusing on the positive things they do
- Helping them to recognise their feelings and express themselves in an acceptable way
- Encouraging them to ask for help from peers as well as adults
- Encouraging their attempts and identifying with a view to planning for their interests
- Building their independence through self-help skills
- Encouraging them to see the good in others
- Encouraging them to learn from each other

We help children to care about others by:

- Using conflict resolution strategies and keeping calm
- Modelling appropriate behaviour
- Working on and reinforcing the understanding of feelings, e.g. in circle time
- Naming and making feelings clear including the consequences of their actions: reflecting back to children
- Being aware of the power of language, i.e. not being confrontational or negative
- Boosting self-esteem
- Giving time to listen and help them to acknowledge their responses sensitively

We help children to be polite by:

- Saying “Good morning” and where appropriate “Please” and “Thank you” (we model behaviours we want them to copy)
- Encouraging children to wait their turn
- Talking one at a time: listening to each other without interrupting when someone is already speaking
- Giving children clear messages and setting an example

We ask children to look after equipment by:

- Encouraging children to use equipment appropriately
- Teaching them about health and safety
- Encouraging them to help mend broken toys and equipment
- Playing games, e.g. in circle time and considering, “How do we look after this?”
- Washing the bikes, toys etc.
- Reminding them to tell us about breakages
- Looking after the equipment ourselves and therefore modelling it

We help children to care about the environment by:

- Making it as attractive as possible
- Cleaning tables
- Tidying up together
- Displaying children’s work
- Picking up rubbish
- Providing labelled storage
- Looking after indoor and outdoor plants
- Explaining proper care and use of areas (painting area, home corner, sand pit etc.)
- Noticing, acknowledging and praising, careful handling, and modelling it
- Sharing responsibility

There will also be a regular assessment of the environment to ensure that it is not having a negative impact on behaviour and that all children’s needs are being met.

Examples of Behaviour and Strategies

Children display a range of behaviours at this age, most of which are to be expected for their age and in particular when they are new to GAPA environment. Staff may be expected to deal with behaviour, such as inappropriate shouting out, having a tantrum, snatching and walking away at tidy-up time etc. Intervention will be low key and may include one of the following:

- Using a positive statement, e.g. “If you want to throw something, you could go outside and throw a ball”
- Explaining any concerns e.g. “If you lean back on your chair you may fall over”
- Giving choices
- Having a group discussion or circle time

Staff will deal with more challenging behaviour by:

- Labelling the behaviour not the child, e.g. saying “I don’t like it when.....” or “It’s not okay to....”
- Using non-confrontational language, e.g. “When sand is thrown.....” instead of “When YOU throw the sand...”

Where behavioural difficulties continue, parents/carers will be further invited into GAPA to talk with relevant staff. By working together home and GAPA will explore possible

underlying causes and share positive strategies in order to ensure a consistent approach between setting and home. An action plan to be shared by GAPA and home will be agreed and reviewed to monitor outcomes.

A minority of children may need additional or different support, beyond that of other children of the same age. Support for these children, in collaboration with parents/carers may involve setting up an Individual Education Plan (IEP) with specific targets related to behaviour (please refer to Special Educational Needs Policy). Where appropriate, this stage may include referral to external agencies for additional support/assessment with parents/carers consent.

In the unlikely event that support for SEN does not provide positive outcomes a core-group will be established in liaison with parents / carers under the guidance of the Birth to Five Service.

Anti-bullying

Bullying is defined as a persistent physical, verbal or emotional abuse of another child or children. It is often planned and most bullies are aware of the impact of their actions. All alleged incidents of bullying will be taken seriously and investigated giving consideration to the age and stage of the development of the child.

We aim to:

- Re-assure the victim that they will be listened to and every effort will be made by the staff to help and support them.
- Not label children as bullies or victims
- Establish facts surrounding the allegations including experiences of the child at home or elsewhere.
- Be vigilant to the signs and symptoms of abuse. If staff are concerned that safeguarding is the route cause of the behaviour they will refer to the safeguarding policy and procedure.
- Recognise that children who bully have often been bullied or are being bullied themselves.
- Help a child that has been bullying to recognise and understand the implications of their actions
- Discuss with the parents / carers of the child who has been bullying the situation and strategies for managing the behaviour.
- Discuss the situation with the parents / carers of the child who has been bullied and offer reassurance that the situation is being dealt with.
- Record all relevant details of the alleged bullying on an incident form.

Children attending GAPA will be supported to become more assertive and develop their self-esteem. Equipment, resources and activities will be used to promote positive relationships and anti-bullying.