



The Play Den

11 Safeguarding and Welfare Requirements

MANAGING BEHAVIOUR

Our setting 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

Procedures:

Marie Giddings has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. **(Safeguarding and Welfare 3)**

- Marie is required to:

- keep herself 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 has relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- 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 work in partnership with children's parents/carers. 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 do however use 'reflection time' for children who repeatedly hurt another child.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these. **(Safeguarding and Welfare 3)**
- 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 our setting manager and are recorded in the setting incident book. The child's parent is informed on the same day. **(Safeguarding and Welfare 3)**

- 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.

This policy was produced on 22/10/12 and last updated on 11/4/19