

# SHIRLEY CHILDREN'S CENTRE BEHAVIOUR MANAGEMENT POLICY

This policy links to the following:

- Special Educational Needs Policy
- Child Protection and Safeguarding Policy
- Volunteering
- Use of Children's Centres by other agencies
- Equality and Diversity
- Partnership with Parents and the local community

## Document Control

## Amendment History

Version/Issue Number	Date	Author	Remarks/Reason for change	Review Date
1	October 2014	Eyullahemaye Henry-Miller	To be ratified by the governing body	October 2015

# Behaviour Management Policy

## Statement of Intent

Shirley Children's Centre believes that children flourish best when they know how they are expected to behave. They should be free to play and learn without fear of being hurt or unfairly restricted by anyone else.

## Aim

Shirley Children's Centre will:

- Provide a calm, positive and caring environment in which there is acceptable behaviour, so that children learn to respect themselves, those around them and their environment
- Ensure that all staff will model positive, calm and consistently reassuring behaviour among themselves, to demonstrate good communication skills to children and families
- Provide planned activities which motivate all children to learn academically and socially
- Employ clear expectations and strategies about what can be expected in terms of behaviour in the centre
- Treat all people with respect; this includes those of different cultures, religions and ethnic groups
- Ensure that all staff provide a positive model of good behaviour by treating all children and families, as well as their colleagues with friendliness, courtesy and respect
- Praise and endorse desirable behaviour such as kindness, patience and being willing to share
- Avoid creating situations in which children receive adult attention only in return for displaying undesirable behaviour

## Scope

This policy applies to everyone in the centre including staff, volunteers, families and visitors.

'Staff' includes both those employed by the Croydon Council as well as those from other agencies (e.g. the Health Service, Connexions and Job Centre Plus) who provide services for the centre.

This also applies to staff from the statutory and non-statutory sector; the latter includes private, voluntary and independent groups.

## Legal context

This policy is covered by:

- The Childcare Act 2006
- Sure Start Children's Centres Practice Guidance 2005 & 2006
- Every Child Matters; change for children 2004. Outcomes: **Be healthy, Stay safe, Enjoy and achieve, Make a positive contribution**
- Disability Discrimination Act 1995
- DfES Code of Practice 2001
- Statutory Guidance: Working Together to Safeguard Children 2006
- Information sharing; Practice guidance 2006
- The Early Years Foundation Stage Framework

## Mandatory systems and procedures

### Positive attitudes for negative behaviour

The staff will:

- Take into account children's developmental needs
- Always emphasise to children that they themselves are valued even if their behaviour is not always acceptable
- Liaise directly with families to obtain a full understanding of children's lives and experiences so that their behaviour can best be understood
- Liaise with all staff to ensure that children always benefit from a consistent approach
- Only ever exclude children from their peers for a short time in the event of extreme behaviour

### Standards for staff around children's behaviour

- All staff who work with children will keep themselves up to date with legislation, research and emerging thinking around handling children's behaviour
- Staff will attend relevant training on strategies for dealing with children's difficult behaviour
- Unacceptable behaviour will be handled with strategies appropriate to their age or stage of development. This may involve distraction, discussion or by withdrawing the child from the situation
- Staff will never shout or raise their voice in a threatening way when responding to difficult behaviour

### Bullying

- Bullying, in any form, will not be tolerated
- The staff will create an atmosphere where everyone feels safe and secure in the knowledge that positive steps are taken to tackle bullying problems
- Careful provision is made to ensure that all areas around the centre where bullying, and any other form of unacceptable behaviour might take place, are supervised by staff
- New children to groups and other activities will be settled in carefully to reduce the possibility of bullying

- In cases of bullying, staff will intervene to prevent any harm to either party and explain the effects of their bullying on other children
- If a child is found to be bullying others, then staff will explain to him/her why this is inappropriate, and reassure the other child/ren affected
- Children who are responsible for bullying will be helped to apologize for their actions
- When children who might be prone to bully display acceptable behaviour, they will be praised by staff
- No child will be labelled as a bully
- No child will be sent out of a room unaccompanied, smacked, shaken or threatened with physical force
- In dealing with difficult behaviour, no techniques are used that single out or humiliate individual children
- If bullying does occur, a senior staff member will be involved to clarify what has happened and then work with the child, and other adults, to resolve the situation. If necessary, parents may be required to discuss appropriate solutions and strategies

#### Physical restraint

- This is only used to prevent an accident, such as a child running out into the road, or to prevent damage to adults or children if a child is having a temper tantrum. This may also include the prevention of serious damage to property
- Physical restraint only involves holding with minimal force and for a minimum period of time
- If physical restraint is used with children, then the incident will be recorded in the centre's Incident Log. The Incident Record Form will be used in these cases. Details in the report would include:
  - the child's name
  - time and location of the incident
  - the trigger (if any) for the incident
  - names of others involved
  - names of any witnesses
  - how the situation was handled
  - what form of restraint was used
  - any consequences of the above
- The parent/carer would be informed of any such incident on the same day, and would also be asked to sign the Incident Log to indicate that they have been informed

#### Rewarding positive behaviour

There is a variety of options for rewards that might be used; they vary according to a child's age, needs, circumstance(s) or choice:

- Non-verbal praise; this includes pats on the back, a touch on the shoulder; smiles, winks or a thumbs-up sign
- Verbal praise; this is an essential part of creating a positive atmosphere, and can range from a quiet word in a child's ear to wider/'public' recognition. There should

be a minimum ratio of three positive comments to one negative/reprimanding comment

- Display; children's work can be presented around the centre in such a manner that all visitors and families will recognise that success can be measured in terms of quantity or quality of effort

### Children 'beyond' acceptable behaviour and behaviour plans

Sometimes a child may not be able to comply with expectations of behaviour in the centre. This may reflect a lack of boundaries in the child's home, inadequate parenting or other emotional and/or physical needs that are not being met.

It is important to gain an understanding of these children's needs and circumstances, and involve the parents/carers in developing an action/behaviour plan. Such a plan would allow all the adults involved to acquire a common understanding of the child and family, and then to achieve a consistent approach in all dealings with the child.

To assist the development of a behaviour plan, other staff may need to be involved and this might include the school SENCO, foundation stage lead, therapists of various disciplines, social care staff and/or health visitor. It is important that any plans are shared appropriately with the relevant persons involved with the child.

### **How are we going to make sure that this happens?**

#### Implementation, methods

- Through the supervision process, the centre manager will evaluate the way in which any such incidents have been handled, and assess the need for staff training or any other relevant intervention.
- All staff will understand that the centre manager must be informed if a record of physical restraint has been made in the Incident Log.
- The underlying ethos of this centre can be summarised in the following simple **Golden Rules** for the centre.

It is understood that:

- ✓ Everyone makes mistakes at times
- ✓ Everyone should try to be kind and friendly
- ✓ Everyone should try their best at work and play
- ✓ Everyone will help to look after the centre and its resources
- ✓ Everyone speaks and listens at the right time

### **Self evaluation form (SEF) and annual conversation**

This will be monitored on an annual basis.

### **How will we check this?**

#### Monitoring and reviewing

- It is the responsibility of the Children's Centre Manager to monitor and review the effectiveness of all policies relating to the centre

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- The Children's Centre Manager will review and update this policy in accordance with the information outlined in the document history
- The Children's Centre Manager will update and amend this policy and its procedures in line with any emerging and relevant government legislation or Croydon Council guidance

It is intended that by adopting this policy and keeping staff, volunteers, families and the management committee informed/trained and up-to-date with procedures, the centre can avoid the need for complaints.

However, the Children's Centre Manager is the first point of contact should any queries arise over this policy and its related procedures.

### **Policy endorsement**

This policy is agreed and signed by the governing body of Forest Academy School