



Policy Document:

Behaviour Management.

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Aims and expectations

It is the primary aim of The Meadows Day Care Centre that every member of the setting feels **valued and respected**, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The Meadow's behaviour policy is therefore designed to support the way in which all members of the Centre can live and work together in a supportive way. It seeks to promote an environment where everyone feels happy, safe and secure and to support the key aims outlined below:

At the Meadows we believe that children and adults flourish best in an ordered environment without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which all children, regardless of the ethnicity, religion or gender can develop self-discipline and self-esteem; where their respect for others ensures everyone knows what is expected of them, and children are free to develop their learning in an atmosphere of mutual respect and encouragement.

We consider unacceptable behaviour to include the use of rude or unkind language or physical actions such as kicking, hitting, biting or persistent or deliberate damage to property or resources.

We are aware that some kinds of behaviour may arise from a special need; to support this, practitioners may implement an additional child plan.

The Meadows Day Care Centre has two named staff members who are responsible for behaviour management issues. They are YVONNE BROWN and LEA HODGES

Description of role of named person

- To work with all staff to agree, implement and review annually the behaviour policy.
- To liaise with all staff to ensure that behaviour plans are followed consistently.
- To liaise with any professional and parents/carers in relation to behaviour issues and share appropriate information with staff.
- To assist staff in making observations and assessments.
- To help identify appropriate training for self of setting as a whole and plan how training will be completed.
- To be aware of the developmental ages of children they are supporting.
- To have an awareness of any medical condition that may affect behaviour.

Note: It is the responsibility of every member of staff to implement agreed strategies, to model behaviour and ensure that the needs of all children are being met.

Partnership with parents/carers

- Parents/carers should be familiar with the Meadows' policies and procedures and have a clear understanding of expected appropriate behaviours.
- Parents/carers should be involved in all behaviour planning for their child to ensure consistency and an understanding of what the Meadows is aiming to achieve.
- Parents/Carers can contact the Meadows if they have any concerns about their child's development.

Expectations

- All adults at the Meadows should model appropriate behaviour.

- All boundaries and rules should be explained regularly to the children.
- Expect good behaviour.

How we make the children aware of appropriate behaviour

- Praise and reward positive behaviour.
- Adults model good behaviour.
- Teach routines for some activities, for example, register time, snack time, tidy-up time.
- Use strategies to encourage /support positive behaviour.
- Use prompts to follow expectations and gradually remove the prompts.
- Teach the rules of the Meadows in a varied structured way, for example through play, story time, puppets, and circle time.

Rewards and consequences

- The children will be rewarded for appropriate behaviour through positive reinforcement, praise, other rewards such as certificates, stickers and recognising achievement by singing 'What a star!'.
- The Meadows will use a variety of strategies to assist in the learning and use of appropriate behaviour including the use of visual timetables, stories, puppets and other props.
- We will follow a stepped approach to deal with the consequences of inappropriate behaviour:
 - Restate the rule.
 - Praise the children complying.
 - Call the name of the child – wait for 'take-up time'.
 - Distract and divert.
 - Offer a choice of suitable options.
 - Give a verbal warning about the consequences, e.g. leave the activity, alternative activity supervised by an adult, 'time-away', calm down time.
 - Speak to parents/carers.
 - Consider a behaviour plan.

The Meadows' response to challenging behaviour

This response will be used in all cases in the children are of a developmental age to understand:

1. Parents/carers should be involved from the beginning of this process.
2. A behaviour plan will be initiated with parental permission and parental input. A STARC (Setting, Trigger, Action, Response, Communication) form should be completed alongside this.
3. A meeting should be arranged with parents/carers where observations are discussed. Strategies should be devised and a behaviour plan implemented. Parents/carers should be encouraged to use similar strategies at home if appropriate.
4. The behaviour plan will be reviewed regularly.
5. Further support will be sought from outside professionals or relevant services such as Area SenCo, EYFSA/CAPA.
6. If the child's developmental age differs from their chronological age, then simple strategies of saying 'Stop' with a physical gesture [e.g., upheld palm of hand], distraction and diversion may be appropriate.

This policy will be shared with:

- Parents/Carers
- New Staff as part of their induction

Any new information from other professionals and relevant training should be shared with staff as soon as possible.

ADOPTION AND ANNUAL REVIEW OF THE POLICY

This policy was adopted in:..... - March 2018
Signed:.....JRS

This policy was reviewed/amended in:..... - March 2019
Signed:..... SK

This policy was reviewed/amended in:..... - March 2020
Signed:..... SK

This policy was reviewed/amended in:..... - September 2021
Signed:..... SK

This policy was reviewed/amended in:..... - October 2022
Signed:..... YB

This policy was reviewed/amended in:..... - June 2023
Signed:.....JRS



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Staff confirmation sheet – Staff members need to sign once the policy has been read.

Date:	Print Name:	Signature: