BEHAVIOUR MANAGEMENT POLICY

Kingshurst Caterpillars Playgroup is committed to establishing a learning environment that promotes positive behaviour and relationships where children and adults treat each other with care and respect.

Children benefit most where adults adopt a consistent and positive approach to the management of their behaviour. By establishing clear boundaries according to a child's age, stage of development and level of understanding, children become aware of routines and procedures and know what is expected of them. Children also need to have clearly set boundaries for their own safety, and for the safety of the other children and the adults. Our designated person is **Kerie Drinkwater** who ensures that all staff and volunteers achieve a consistent approach in behaviour management.

To ensure that parents and carers understand the behaviour policy before their children start at playgroup the playgroup leader or deputy will share the procedures for behaviour management with them when going through the forms at registration and will provide a copy of the policy for parents to sign.

Behaviour that is unacceptable within Kingshurst Caterpillars Playgroup for staff, volunteers, parents and children includes smacking, pinching, shaking, rough handling, biting, kicking, hair pulling, bullying or inappropriate verbal language (e.g. name-calling, swearing).

Practice:

- We organise the indoor learning environment so that it has a positive impact on behaviour in terms of space, access and choice of activities and keep our practice under constant review to ensure that this is maintained.
- We encourage children to be aware of and take part in playgroup routines and procedures (for example, putting their names on the doors when they arrive in the morning; stopping what they are doing when the bells are rung or a member of staff singings the tidy up song).
- We take a positive and consistent approach towards managing children's behaviour within agreed procedures.
- We encourage appropriate behaviour in all children's interactions with other children and with staff, taking into account a child's stage of development and understanding of what is expected,
- We show that good behaviour is valued (for example, through praise, encouragement and the use of stickers).
- All adults in Kingshurst Caterpillars are expected to set a good example of how to behave in interactions with others.
- We recognise when handling unacceptable behaviour that children are learning to deal with a range of emotions and feelings. We acknowledge those feelings and help the children to understand the consequences and effects of their behaviour on others.
- We observe children and regularly record evidence of their development and behaviour in a variety of ways. This enables us to identify where there are patterns of unwanted behaviour.
- We recognise that for the majority of our children this is their first group experience and acknowledge that the transition from home may require additional support and understanding.

Procedure for Behaviour Management:

- If a child displays unacceptable behaviour, a member of staff will speak to the child explaining why this is so, and will seek to distract and re-direct the child's attention. If the behaviour continues, the member of staff may need to remove the child from his/her chosen activity and sit with him/her for a few minutes to calm down in the time out area, or for older children, sit alone and use the sand-timer to time the period of time out (2 minutes for 2 year olds, 3 minutes for 3 year olds).
- In the term before they move on to school Nursery, children will be introduced to the Nursery time out traffic light system, where a child's name is placed on the green light for a first warning, the amber light for a second warning, the red light for a third warning and time out watching the sand-timer, as above.

- Once an incident of unacceptable behaviour has been dealt with, the child is reassured and able to return to activities. If the child is old enough to understand what saying sorry means, s/he will be expected to apologise if another child or an adult was involved.
- We do not shout at or speak too sternly to children when reprimanding them.
- If an incident needs to be reported to a parent/carer, we emphasise that it has been dealt with and that there is no need for further action.
- We do not talk about children in front of other parents/carers if an incident has to be reported.
- We do not use any form of corporal punishment or the threat of it.
- Serious incidents, for example injury to another child or adult, will be recorded and parents will be advised and asked to sign to confirm their awareness of the situation.

Ways in which we encourage positive behaviour:

- Through play and learning activities (e.g. through stories with a message, role play and puppets).
- By encouraging responsibility in caring for others and the environment (e.g. helping with tidying up, helping at snack time etc).
- By supporting young children in developing relationships with other children and resolving conflict successfully, focusing on activities and routines that encourage sharing, negotiation and co-operation.
- By using praise which reinforces good behaviour (e.g. tidying up, sitting and listening). This might include verbal praise and/or the use of stickers.
- By wording expected behaviour positively (e.g. 'can you all walk' **not** 'don't run').
- By praising children who are doing what we expect of them before we reprimand children who aren't (e.g 'well done – for sitting and listening so nicely' **before** 'can you sit nicely'). This emphasises and rewards good rather than negative behaviour and it often reminds children of what they should be doing and resulting in there being no need for reprimands.
- By offering children who are not doing as they are asked a choice rather than insisting only on the expected behaviour (e.g. 'Either you can play nicely with those toys or you can have time out/come and sit by me/come and hold my hand etc' **not** 'Play nicely with those toys')
- By labelling unacceptable behaviour not the child (e.g. 'That was a silly thing to do' **not** 'you're silly to do that').

Physical Intervention

It may be necessary for staff to use physical intervention to prevent children from causing harm to themselves, to others or serious damage to property but it is important to consider using alternatives in any situation first. These may include:

- withdrawing other children or adults from the situation;
- distraction and re-directing the child's attention;
- making the environment as safe as possible to avoid a child causing injury to themselves or a member of staff.

If physical intervention is seen as appropriate, this will be achieved with minimum force and for a minimum time. Any physical intervention will be recorded. Parents will be advised of the incident and asked to sign the incident form to confirm their awareness of the situation.

Updated: April 2008, May 2009, February 2011, September 2012, March 2014, April 2016, April 2018,
Reviewed: August 2018, January 2020, January 2021, January 2022, January 2023, February 2025