SANDCASTLES POLICY

*SAFEGUARDING & PROMOTING CHILDREN’S WELFARE*

BEHAVIOUR MANAGEMENT

Children’s backgrounds are increasingly complicated – the nature of families is changing. The majority of mothers now work, parental attitudes to children’s freedom have tightened, the culture of children’s play has altered from outdoor pursuits to indoor more solitary activities. Children are spending more time in nurseries, demands on them are more pressured and demands by children are more commercial. Society has become more polarised economically.

Children need to know where they fit into this highly sophisticated world, what is expected of them and what they can and cannot do. They look to adults, copying and mimicking actions and communication. Therefore we need to act as **positive role-models** in terms of manners, speech, body-language, willingness to help, care and consideration for others. Children need our support to be consistent throughout nursery – all staff need a clear understanding of agreed responses and actions in certain difficult situations.

Children need to be aware of what is expected of them and know that they will be treated fairly and sensitively.

**Judith** has responsibility for positive behaviour management here. She has undertaken training and developed skills to support other staff and is able to access expert advice. We work in partnership with our local health visitors and children’s centres linking parents and children with specialist services.

**This policy aims to focus our approach to actively encourage desirable behaviour by:**

* **Valuing children individually** – knowing about them and building a rapport with the family.
* **Praising achievement** at whatever level to build confidence, self-esteem and develop emotional well-being, all of which comes together in positive social behaviour. Such praise matches the innate desire of children to please and appears to be particularly important to boys. Some boys seem to be easily discouraged by initial failure and may tend to reject those activities which have brought about failure, preferring to seek acclaim by clowning, talking and behaving aggressively and challenging authority.
* **Encouraging a sense of responsibility** by including children in the rule making process. We need to define boundaries to avoid confusion, maintain safety and order but children must learn to think for themselves, express their preference and judgement to develop initiative. We must use language which offers children a way out of difficult situations and allows them to learn from their mistakes. Also they need to be taught that **bullying, name-calling** and any **unkindness** is not to be tolerated.
* **Developing independence** by not habitually nursing children, by letting them try to put their own tabards, coats, shoes etc. on and by helping them towards independence in the bathroom and at the table. Children are to be encouraged to help each other, to look after nursery, equipment and have consideration for the environment and all living things. We support children to articulate their frustrations to negotiate with peers and adults rather than resorting to physical confrontation and conflict.
* **Managing the learning environment** – we need to organise our **space, staff** and **resources** to stimulate learning, foster self help skills and value children’s work. We need to create a **calm** atmosphere.

Our **routines** need to allow individual children sufficient **time** to achieve their play and prepare for transition, children can benefit from reminders of the approach of ‘lunch time.’ **Backward chaining** can help a child who is struggling.

When **planning** our curriculum we need to ensure that activities are relevant, achievable and challenging to promote a **“can do”** attitude and that children are encouraged to think, solve problems, work with others, take risks and to try.

We need to include plenty of sensual, reflective experiences. Also we play outdoors as much as possible.

**Assessment and monitoring** of children’s skills tells us what children already know and can do and what they need to learn and do next. Getting this right will impact upon behaviour. Similarly **evaluating our provision** informs us how to improve our planning for the future.

**However there are occasions when distraction and reasoning strategies fail. Then we need to correct behaviour and re-establish the individual and the group’s sense of right and wrong.**

**Condemning the behaviour - Not the child**

We try to resolve difficult situations by aiding the group of children to come up with solutions themselves. If they cannot we step in. We focus our attention on the ‘victim’ not the ‘aggressor.’

We try to praise very publicly and condemn in private. We deal with the **initial** offending behaviour. Children need to be aware that although we don’t like certain behaviour we still care for them.

We must **avoid shouting** whenever possible. We want to use a serious tone that makes it clear that we are sad about unacceptable behaviour whilst giving the message that other actions will soon make us happy again. We try not to say “NO” constantly and if words like “NAUGHTY” are used they need explanation. We have never believed in a ‘naughty chair or ‘corner’ etc, however we work in partnership with parents and tailor our service to meet individual family’s needs.

**Identifying the sources of poor behaviour (See Behaviour Observation Sheet).**

Does one particular area cause a problem? Does outdoor play cause difficulties?

Does one particular routine highlight problems? Do all children understand our “rules”?

Is the behaviour apparent when working with one particular group or individual?

Have children the required skills to comply successfully? Is the child well? Glue ear etc?

Have children, particularly boys been indoors for too long a period?

Is the unwanted behaviour mainly commented upon by one member of staff?

**Physical punishment of any kind is illegal and can result in instant dismissal for staff as per Contract of Employment. Any staff member alleged to have abused of a child will be reported to Local authority designated officer & Ofsted. Shaking is also particularly dangerous as it can cause brain damage.**

**Physical intervention can only be condoned to prevent an accident or injury. Any physical intervention must be recorded and reported to parents on the day.**

**If a child hurts another child or adult we record the ‘incident’ in our accident book.** When sharing this record with parents we make time to talk and fully explain the event to ensure we work in partnership to ensure hurting others doesn’t happen again. When talking to the parents of the child who hurt the other we may convene a ‘behaviour management’ meeting to discuss how best we can collaborate and support the child towards appropriate behaviour. We work in partnership with parents and are keen to ensure children hear consistent messages throughout their lives. **In the event of a child’s behaviour not improving and/or the parents refusing to engage support or Lancashire SEND service not providing sufficient support we may be forced to reduce, restrict or terminate a child’s place.** In this circumstance no notice period will be necessary.

**Reward Systems Sanctions**

smiles staff disapproval

applause talking with parents

positive comments time out

displaying children’s work making amends

verbal encouragement

visits to other staff Sanction must take account of the individual and the level of

giving responsibility understanding

special privileges

praise to parents Sanction must match inappropriate behaviour, be fair and consistent

stickers & stamps Never humiliate

certificates & badges Never remove rewards

Never remove curriculum entitlement

Never deny food/drink

Always try to turn sanction into a positive learning experience

Some behaviour is best ignored e.g. swearing, in the first instance.

Some cases of worrying behaviour will stem from **physiological causes** – a child with a hearing problem is unable to listen, a child who cannot see clearly will not be inclined to study a picture book. Autism, Attention Deficit and Hyperactivity disorders will affect a child’s behaviour and lead us to monitor and record according to our ***SEN Policy.***

We also need to bear ***Child Protection*** procedures in mind – children suffering any sort of abuse often demonstrate unhappiness through their behaviour.

If the behaviour is completely out of character, is the child unwell, too hot or cold, tired, hungry or thirsty, has something happened at home?

**Liaison with and involvement of parents** is crucial to managing behaviour in general and sharing our behaviour management procedures with families provides the individual child with consistency.

Also some parents need reassurance to celebrate their child’s development, so by involving them in nursery life we can encourage them to reward acceptable behaviour, divert children from unacceptable behaviour, keep children constructively busy and help us to do the same.

We do have a duty to steer parents away from **smacking** as apart from the mounting evidence against its deterrent effect, it makes a nonsense of any sanctions we can levy.

We need to discuss any incidents of undesirable behaviour sensitively with parents, we would never do so in front of the child, other children or other families.

If enhanced staff ratio is not available but is necessary to ensure the safety of other children and staff parents may accompany their child to attend Sandcastles enabling them to access our opportunities and resources.

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