SANDCASTLES - SHARING POLICIES with PARENTS

Promoting desirable behaviour

Even very young children can be expected to exert some self control. Toddlers have the ability to understand basic rules, so we begin to establish simple boundaries, requiring that children comply. Young children need to learn that they **cannot hurt others or destroy resources.**

**This policy aims to actively promote desirable behaviour by:**

* Creating a calm but **fun filled atmosphere / environment**. Children need our help to get busy and be happy - to minimise confrontation and conflict. If children become bored they may seek acclaim by clowning, talking or behaving aggressively and challenging authority. Children need appropriate experiences and activities and benefit from being outdoors.
* All adults acting as **positive role models** in terms of manners, speech, body language, willingness to help and care for others. We deal with misdemeanours (appropriately to the child and the incident) as they arise. Some behaviour is best ignored e.g. swearing, in the first instance.
* **Valuing children individually** – knowing about them and building a rapport with the family.
* **Praising achievement** to build confidence, self-esteem and develop emotional well-being, all of which come together in good behaviour. Such praise matches and promotes the children’s natural desire to please.
* **Developing independence** by encouraging children to put their tabards, coats, shoes etc. on and by helping them towards independence in the bathroom and at the table. We talk about our rules and the meaning of our song to explain that **bullying, name-calling and any unkindness is not to be tolerated.**

**However occasionally biting, smacking, pushing, damaging or abusive incidents still occur.**

**Then we need to correct behaviour and re-establish everybody’s sense of right and wrong by:**

* **Calling the child who is misbehaving by name, low voice ‘NO, STOP,’ removing them, a short distance, from the situation – no eye contact, no chat, no negotiation.**
* Focusing all our **attention** (lovely voice & cuddles) **on the victim** whetheranother child or toy.
* **Avoiding shouting –** we use a **sad** voice and face for unacceptable behaviour. We tell children what we want them to do rather than mention what we don’t want. Generally we avoid the word **‘NO’** – saving it for these serious situations.
* **Condemning the behaviour not the child** - children need to understand that although we don’t like certain behaviour we still care for them. As soon as they behave well we are happy again.
* After a few minutes we check if the aggressive child appears to have grasped their role in the conflict**.** If **yes,** we explain again that we are happy when everyone is kind to each other. Then play continues with our supervision and support. If child appears unaware of the impact of their action we calmly talk through the incident with the intention of the child grasping greater understanding. We do not force children to say ‘Sorry’ but we do draw their attention to the distress of the victim.

**Such incidents are described sensitively to parents, in private, so they can consider causes, look out for further problems and understand how we deal with such issues here. We would continue to monitor behaviour, report and meet with parents to discuss shared strategies to teach positive behaviour and tackle negative behaviour.**

**We have strong links with our local children’s centres (aka Family Hub) and can request tailored support for both children and their parents, during our discussions with parents we will offer to link families with their local children’s centre. Many of our parents have found the Triple P course very supportive in equipping parents to tackle children’s more challenging behaviour, the LCC Educational Psychology service are also hosting termly parent facing online courses from 2025.**

M.E.Coates, Judith Stewart & Helen O’Hagan 30 Nov 2024. To be reviewed by Nov 2027