

EMBSAY children's CENTRE



Developing Relationships Policy

What our policy aims to achieve:

In the Centre we aim to encourage children to develop into emotionally competent and intelligent adults. We aim to help children develop resilience and understand that they are capable of influencing their world and thinking and acting for themselves.

We aim to give children as much responsibility and involve children in as many decisions as is practicable. This will obviously depend on the child's age and maturity. We aim to help children understand that their choices affect not only themselves but also others. We try to help them develop a good understanding of their own emotions and those of others so they can take these into account when making decisions.

We do this because 'good' compliant behaviour might make our lives easier in the short term, but as they grow older, we do not want children's behaviour to be negatively influenced by peer pressures and adults who may not have their best interests at heart.

Senior management keep up-to-date with legislation and research and support changes to policies and procedures in the nursery. We do this by attending external training events and where required accessing external expertise. We ensure all staff attend relevant in-house and/or external training for behaviour management. A record is kept of staff attendance at this training.

Anti-bullying

Any form of bullying is unacceptable and will be dealt with immediately. At our nursery, staff follow the procedure below to enable them to deal with challenging behaviour:

- Staff are encouraged to ensure that all children feel safe, happy and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
- Children need to be helped to understand that using aggression to get things is inappropriate and they will be encouraged to resolve problems in other ways
- Our staff are encouraged to adopt a policy of intervention when they think a child is being bullied, however mild or "harmless" it may seem
- Staff are ready to initiate games and activities with children, when they feel play has become aggressive, both indoors or out
- Any instance of bullying will be discussed fully with the parents of all involved, to look for a consistent resolution to the behaviour

- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the nursery
- All concerns will be treated in the strictest confidence.

To do this we:

- respect and try to take into account children's views
- understand that children's opinions are as valid as those of adults
- understand children's feelings and views using a wide range of methods including careful listening, observation and close liaison with parents, especially important for children with limited language skills
- develop all children's self-esteem by sensitive discussions on children's strengths and achievements, remembering that children are very sensitive and praising one child insensitively may lower other children's self-esteem
- talk about feelings with the children as much as possible both on a one to one basis with individual children and with older children as a group
- accept that we are not always correct, and apologise if we make mistakes
- accept that children can sometimes make valid criticisms of our behaviour
- model appropriate behaviour (calm, considerate, reflective)
- involve children in as many decisions, including drawing up rules of behaviour, as is practicable
- do not ask for children's opinions if it will not be possible to take these into account in a decision
- give children as much responsibility as possible taking into account their age and maturity;
- set up systems that encourage independence and responsibility
- create an atmosphere of trust where children can talk to each other and adults about things which concern them
- carefully monitor children who exhibit aggressive behaviour in order to minimise the danger to other children and help the child modify his/her behaviour using a range of age-appropriate methods
- carefully monitor children's behaviour in order to detect any possible additional requirements, developmental abnormalities or difficulties of individual children
- put in place an individual care plan for children requiring special support
- NEVER tolerate aggressive behaviour either verbal or physical from children or adults towards children or adults
- NEVER shout unless there is no other way of getting the child's attention from a distance, in order to prevent an accident
- NEVER use physical restraint unless a child is in danger of hurting her/himself or others (in which case the incident should be recorded in the behavioural management file and the principal and parents informed)
- NEVER bully or use physical or verbal punishments (these are serious disciplinary offences)

We do this with the under-twos by:

- giving lots of individual attention and support as far as possible principally from a single carer
- ignoring inappropriate behaviour (unless the child or others are in danger) and praising appropriate behaviour
- providing a secure and predictable environment in which the children are confident

- communicating with children by talk and gestures and seeking their opinions
- shadowing children who exhibit aggressive behaviour towards other children and remain close enough to the child at all times in order to intervene before anyone is hurt
- distracting the children if they disagree or try to hurt each other. Often such behaviour is related to sharing toys or an adult. Alternatives are offered or if necessary the object removed for a while.
- talking about feelings in a simple manner for example 'Are you feeling happy/sad', 'look 'x' looks sad, how can we make her happy?'
- being positive for example saying 'can you stop your drink spilling on the floor?' rather than 'don't spill your drink on the floor'.
- monitoring development using our Behavioural Management Chart and liaising closely with parents.

We do this with the two to three year olds as above, but in addition we:

- listen carefully to children and check we understand by repeating back to the child what we think they have said
- discuss other people's feelings to a greater extent
- challenge children to 'try to make people happy' and explain how difficult this is
- give children as much choice as possible
- encourage appropriate conformist behaviour for example eating habits by example and praise
- keep a behavioural management record if a child displays persistent inappropriate behaviour and liaise closely with parents
- NEVER force children to do any-thing they don't want to unless it is putting themselves or others in danger or it is impossible to manage

We do this with the over three year olds as above, but in addition we:

- ensure all children develop high self-esteem with sensitive discussions about strengths and achievements
- draw up a code of conduct with the pre-school group
- give children responsibility for self-registration
- encourage the children to take charge of their own learning and make appropriate choices
- give children responsibility for their own welfare, for example encourage them to help themselves to water at all times, butter their own toast, pour their drinks etc. at snack time, serve their own food at lunch time and dress and undress themselves
- allow children to learn by their mistakes if they are not putting themselves or others in danger (some activities for example those relating to personal hygiene, such as hand-washing, must be enforced)
- encourage conformist behaviour which will be required in social settings and in school environment using lots of praise and example
- discuss different expectations of behaviour in different settings and cultures
- sensitively link appropriate behaviour with growing up
- encourage the group to look after and support individual children depending upon their age and their abilities for example encourage the children to help the younger children joining the group each term to pour drinks, get changed, put on aprons
- always listen to both sides of a dispute carefully and point out how each child may be feeling and how both children could avoid a similar incident again
- introduce and discuss the concept of bullying and being bullied with individuals and the group

- in addition to the behaviour management chart we fill in a personal record booklet with the children recording appropriate and inappropriate behaviour which they can keep and share with their parents entitled 'How thoughtful have I been today?'

We do this with the school-aged as above, but in addition we:

- consult with the group as to a code of conduct
- discuss with the group feelings and bullying where appropriate, on a regular, informal basis
- encourage the children to talk to adults and each other about behaviour, friendships peer-group support and feelings;
- consult with the group at the beginning of each term the activities and resources they would like and work towards providing these as soon as possible
- discuss more sophisticated and place-specific forms of behaviour/etiquette

When children behave in unacceptable ways:

- Physical punishment such as smacking or shaking will NEVER be used nor threatened, however it may be necessary to use restraining action in an emergency to prevent injury
- Children will not be singled out or humiliated in any way. Staff within the nursery will redirect the children towards alternative activities. Discussions with children will take place respecting their level of understanding and maturity
- Staff will not raise their voices in a threatening way
- In any case of misbehaviour, it will always be made clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
- How a particular type of behaviour is handled will depend on the child's age, level of development and the circumstances surrounding the behaviour. It may involve the child being asked to talk and think about what he/she has done. It may also include the child apologising for their actions
- Parents will be informed if their child is unkind to others or if their child has been upset. In all cases inappropriate behaviour will be dealt with in nursery at the time. Parents may be asked to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between their home and the nursery. In some cases we may request additional advice and support from other professionals, such as an educational psychologist or child guidance counsellors
- We help children to develop non-aggressive strategies to enable them to stand up for themselves so that adults and children listen to them. They are given opportunities to release their feelings more creatively
- Confidential records will be kept on any negative behaviour that has taken place. If a child's behaviour is persistently challenging we will complete a pro forma detailing the behaviour, what happened, what provoked it, and how individuals including adults reacted. We may also provide a booklet for the child to keep records of their positive and negative behaviour and the responses from those around her or him. From these observations and discussions with parents an individual behaviour modification plan will be implemented
- If a child requires help to develop positive behaviour, every effort will be made to provide for their needs
- Through partnership with parents and formal observations, staff will make every effort to identify any behavioural concerns and the causes of that behaviour.
- Children will be distracted from the negative situation and supported in a different activity or environment, if necessary for their own well-being and that of others in the group.

By positively promoting good behaviour, valuing co-operation and a caring attitude we hope to ensure that children will develop as responsible members of society.