

CHRISTIAN FAMILY CONCERN

BEHAVIOUR MANAGEMENT POLICY

This Policy will cover all Units/situations where Christian Family Concern staff have responsibility for childcare.

WHY WE HAVE A POLICY

The need for us to 'manage behaviour' within our childcare settings arises because there are behaviours which we, and the children's parents/carers, wish to promote, encourage and support, e.g:

- Safe
- Healthy
- Appropriately considerate of others
- Respecting other individuals and their belongings and property
- Appropriate self-assertion without aggression
- Appropriately bounded

There is other behaviour, which we wish to discourage:

- Unsafe
- Unhealthy
- Inconsiderate or unrespecting of others or boundaries
- Aggressive

Pro-social, as opposed to anti-social, norms are required to meet the needs of children in a group (social) setting.

FOUNDATIONS FOR POSITIVE BEHAVIOUR

To promote positive behaviour in individual children and groups of children we recognise the importance of and aim to provide:

- A rich play environment
- A mixture of instructed. Structural activities (appropriate to age/development and child and care setting)
- As much choice as feasibly possible
- A physical environment that is pleasant and interesting
- Staff teams who themselves are working well as a team and have adequate time for team meetings and individual supervision to reflect on their practise.

To avoid unwanted behaviour we set out to pro-actively encourage positive behaviour by creating and maintaining an environment where children feel:

- Valued as an individual
- Listened to
- Cared about
- Able to get adult attention appropriately through positive behaviour and have these noticed and endorsed.
- They will be treated fairly, e.g. with consistency across the children's/staff group.
- They will be praised for their efforts as much as their achievements and have their individual character and personality recognised.
- They will be kept safe by the adults around them.
- They understand clearly what is expected of them – what is/is not acceptable.

RESPONDING TO UNWANTED BEHAVIOUR

Most, if not all, children are likely to 'test' boundaries from time to time as part of their individual development.

Some children will from time to time behave in unwanted or unacceptable ways. The 'reasons', or purposes, for these behaviours may lie wholly (exceptionally), partly or not at all with the childcare setting.

In responding to unwanted behaviour we will aim at all times to take account not only of children's age, development and level of understanding and emotional state but all that we know about the context or situation for the child both inside and outside of the childcare setting.

INTERVENTION

- Under no circumstances are any forms of physical punishment or threat/intimidation acceptable.
- Approaches that seek to humiliate, demean or undermine a child's sense of self worth are always unacceptable.
- Depriving children of food is not appropriate.
- Isolating children for lengthy periods of time is not appropriate (age/ development).
- Any disapproval that suggests to the child or others that their unacceptable behaviour is a 'result of' or arises from gender, ethnicity, faith backgrounds or family background is unacceptable.

- Children should not be shouted at, (to be differentiated from a member of staff shouting to be heard, e.g. over a distance or above a clamour. Even in these circumstances alternatives should be used wherever possible).
- Staff must keep colleagues, normally their Line Manager, informed of any intervention with children that are or may be experienced by the child as disciplining or sanctions.

Failure to adhere to the above will lead to actions under the Charity's Disciplinary Procedure.

Inappropriate behaviour will be dealt with using approaches from the following that are most likely to be effective in restoring acceptable behaviour patterns:

- Distracting children
- Diverting children
- Instructing a child to come away from a situation (or if necessary instructing other children to come away if, for instance, a misbehaving child refuses to move).
- A member of staff may raise the volume of their voice and change the intonation to show their concern, the need to be listened to, to get behaviour changed, or to show disapproval of behaviour (not the child). Shouting at a child (see above) is not acceptable.
- 'Time out' – always carried out in a way that means a child is supervised to ensure safety. 'Time out' may take different forms and carried out in different places. Where the 'time out' offers or allows the child no stimulation or occupation it must be for the shortest period possible (to restore calm for example).
- **TIME OUT MUST BE RECORDED AND SENIOR STAFF MUST BE KEPT INFORMED**
- Excluding children within the setting from particular activities or rooms for periods of time.

THE EXPECTATION SHOULD ALWAYS BE THAT CHILDREN WILL BE INCLUDED AT THE EARLIEST OPPORRUNITY. ANY FORM OF INTENDED EXCLUSION MUST BE DISCUSSED WITH SENIOR STAFF.

- Informing parents/carers: Senior staff must exercise judgement. It is likely to be unhelpful to tell parents of their child's misdemeanour. 'Wait till your parent comes' needs to be avoided, i.e. setting the parent up as a 'punishment'. At the same time it is not in the interests of the child, or their parents, to wait until behaviour problems are serious before having a dialogue with parents. Our aim should be to build a partnership approach between us to unwanted/unacceptable behaviour.
- Excluding children from the setting either temporarily or permanently. These last resort measures are to be avoided wherever possible.

A temporary exclusion is to allow the child (and in some circumstances the parent/carer) to reflect on the seriousness of our concern about their behaviour and provide the clearest measure possible that unacceptable behaviour must stop).

A return from a temporary exclusion is likely to involve a written personal behaviour agreement signed by the parent.

In some circumstances the parents or carers may have significantly different expectations of their child's behaviour. In this circumstance we want to respect their right to exercise a choice to move their child to another setting.

STAFF TRAINING

'Good' behaviour management is founded on good childcare skills – understanding children's needs, listening, relational, ability to facilitate and from to time join in stimulating, fun play activities – underpinned with a level of professional self awareness. (Ability to think about what you are doing, why you are doing it, how you are doing it, the impact of doing it, etc.)

All Christian Family Concern staff receive regular supervision and annual appraisal, and there is strong commitment to facilitating staff training. No member of staff should continue to manage children's behaviour effectively and appropriately because of a lack of knowledge, skills or resources.