

West Green Playgroup



Achieving positive behaviour

Rationale

We believe that everyone at the Playgroup has a right to feel valued, respected and safe. We all have a responsibility to behave in ways that enable all of us to feel free to explore and learn without fear of being judged. This is a working document designed to enhance the development of positive relationships between children, adults working within the Playgroup, parents and others members of the wider Playgroup Community. This policy provides guidelines on how to support this vision. It recognises that the expectations of children's behaviour should be age appropriate. Through modelling positive behaviour at all times and managing challenging behaviour appropriately, competently and consistently we can provide for the needs of the individual as well as ensuring the safety and well-being of everyone at the Playgroup.

- Our designated person who coordinates protection issues is:

Tonya Ouaddane – Manager

In her absence the designated person is **Beverley Kingsland** – Deputy Manager

Aims

We aim to listen to, and acknowledge the views of everyone in the playgroup, embracing who we are and where we have come from. In recognition of this, our expectations of behaviour are underpinned by the following values which were agreed by all staff:

- **RESPECT AND RECOGNITION:** to value and celebrate our own and others contributions and uniqueness, and to show consideration for our own feelings and the feelings of others.
- **AUTONOMY AND RESPONSIBILITY:** to enable children and adults to explore their feelings and express themselves freely in an environment which supports decision making and opportunities to consider the consequences of our words and actions.
- **INCLUSION:** to provide access to learning for all, considering everyone's needs, background and ability, working together to share the same vision and work towards the same goal.

- **HONESTY:** to empower everyone to communicate openly and honestly in their interactions with each other in a respectful manner.

Guidelines

Young children are learning how to behave appropriately. Many of the things they do are normal for their stage of development, and we help them to learn when something is dangerous or harmful to themselves or others, and to make positive choices in their behaviour.

We do this by:

- Recognising and acknowledging positive behaviours.
- Using clear and consistent boundaries across the Playgroup.
- Explaining the consequences of some behaviour and offering choices.
- Recognising and acknowledging feelings to encourage empathy
- Communicating and modelling positive behaviour.
- Creating an environment that minimises conflict e.g., ensuring there are sufficient resources
- Providing planned opportunities to discuss behaviour and feelings e.g., at Group Times.
- Involving the children in problem-solving by using the conflict resolution steps (**Appendix 1**)
- Sharing information with parents/carers about their children's behaviour both in the Playgroup and at home (**Appendix 3**).
- In the case of persistent challenging behaviour follow the guidelines (**Appendix 2**)

Appendix One

Involving the children in problem-solving by using the conflict resolution steps

1. If a child behaves inappropriately ask the child to stop, "You need to stop...." name the behaviour and explain why it needs to stop.
2. If a child hurts another child, encourage the „victim to say "No! ... don't hurt me.... I don't like it!" Explain why it's not ok to hurt other people. For example, say "When you hurt another child you make them feel sad." Support the perpetrator with making things better. (E.g., we can ask the perpetrator what s/he could do to help the victim to feel better.)
3. If the inappropriate behaviour continues, suggest to the child that s/he might need her/his Key Person to help him/her. The Key Person could then take over from the other adult, and join in, playing alongside and supporting the child in his/her play.
4. If the inappropriate behaviour continues, then the Key Person will ask the child to come away from the situation. The Key Person will then help the child to find something else to do and stay with the child until the child says s/he feels ready to play without his/her Key Person.

Appendix Two

In the case of persistent challenging behaviour

If staff or parents feel concerned about a child's persistent inappropriate behaviour and the above steps have not helped change the behaviour, we will:

1. Arrange opportunities for the Staff team and parents to discuss the issues and gather more information and perspectives re: the child's behaviour. These discussions will result in an agreement about a consistent way of managing the current behaviour.
2. After an agreed period, a review will take place and if there are still concerns about the behaviour the SENCO will be consulted.
3. The SENCO will then observe the child and further consider with the team a way forward this may include trying out a range of strategies, making changes to the environment etc. Or.....
4. The SENCO will arrange a meeting with the child's parent/carer and the Key Person. This discussion will consider whether an IEP is needed to further support the child. Through this we would develop and use agreed strategies to support the child. We would only use 'time-out' for the child, in agreement with the child's parent/carers, as part of the IEP.

Appendix Three

Home/Nursery Partnership

Working in partnership with our parents/carers is integral to the success of the Playgroup's work with children and families.

West Green Playgroup will achieve this by:

- Creating a stimulating, happy and safe environment.
- Sharing the expectations of behaviour at the Playgroup, through informal and formal discussions with individuals and groups of parent/carers.
- Talking to individual parents/carers about all aspects of their child's time at spent at Playgroup including information about; how you child has settled, their progress and development, and general information about their day-to-day experience.
- Dealing with concerns raised either by staff or parents.
- Not tolerating racist, sexist, or bullying behaviour.
- Ensuring quality and inclusion for all children whatever their background and need.
- Ensuring all children receive an appropriate and balanced curriculum thus aiming for all children to reach their full potential.
- Providing extra support for parents/carers to help manage difficulties or challenges that may be faced by children and their families.

Parents and Carers will achieve this by:

- Informing staff of any relevant changes to our circumstances which may affect our child's experience e.g., new baby, moving house, bereavement, divorce, separation, or hospitalisation.
- Reinforcing expectations of positive behaviour by talking to our children at home.
- Ensuring that our children attend regularly and arrive on time.
- Supporting all the Playgroup's policies

- Supporting our child's learning and emotional development and model a positive and enthusiastic attitude to learning.
- Where possible attending parent's consultations and meetings.
- Encouraging our children to respect others regardless of race, gender, or culture.

Children will achieve this by:

- Being kind to one another
- Respecting one another
- Looking after one another and our Playgroup.
- Listening to one another, including your friends, grown-ups, and staff.
- Sharing your feelings with someone you feel safe with.