



## **Behaviours Policy**

Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear developmental and appropriate expectations for their behaviour

We understand that children take time to learn to consider the views and feelings, needs and rights of others and the impact their behaviours may have on other people, places and objects. This is a developmental task that requires support, encouragement and staff to act as positive role models for appropriate behaviour.

We recognise that all parents/carers, visitors, staff volunteers and students make themselves aware of our strategies for promoting positive behaviour and manage challenging behaviour and uphold the principles of these strategies while at our setting. This policy is covered during induction for new staff, regular volunteers and students to ensure they are able to put our principles into practice.

### **Our Aim**

The aims of our behaviour management policy are to help children to:-

- Providing information on our aims and objectives, policies and procedures.
- Develop a sense of caring and respect for one another
- Build caring and co-operative relationships with other children and adults
- Develop a range of social skills and help them learn what constitutes acceptable behaviour
- Develop confidence, self-discipline and self-esteem in an atmosphere of mutual respect and encouragement

### **Procedures**

Promoting positive behaviour at Safe Hands we believe the best way to prevent challenging behaviour, or to help address it should it arise is to promote positive behaviour. We use several strategies to promote positive behaviour within the setting.

We uphold and encourage the Harrietsham Primary School values that are displayed within the school

- Honest
- Awareness
- Respect
- Responsibility
- Independence
- Empathy
- Tolerance
- Self-Motivation
- Humility



- Appreciation
- Manners

We also have our own “Golden Rules” which the children helped develop. These Golden Rules demonstrate the expectations of positive behaviour and help the children to understand how to behave appropriately and how to encourage peers.

- We are kind to each other
- We share with our friends
- We listen to one another
- We walk around the setting and throughout the school
- When we move around the school we do so quietly
- We say please and thank you
- We also say Hello and Goodbye

These are reviewed when we have new children so that all are in agreement and understand the expectations.

- We reinforce positive behaviour with praise and encouragement
- We support children’s personal, emotional and social development so that they are able to better manage their feelings, empathise with others, understand how the actions may impact on others and how to behave appropriately in a range of situations
- We acknowledge the child’s feelings and help them explore the reasons for these feelings and strategies for channelling them if they have feelings of anger, annoyance etc which may lead to challenging behaviour.
- We talk about the can and should rather than the shouldn’t do. For example STOP SHOUTING ON THE HALLWAY instead we give a positive challenge “I wonder if we can all walk quietly down the hall, who will be the quietest?”
- We try to support children to solve difficulties themselves, asking leading questions and making suggestions to help them arrive at a positive solution. We are aware that the situation may occur again and again repeated experiences with problem solving supported by patient adults
- We work closely with parents/carers in order to understand changes and difficulties which may be occurring outside the setting such as new baby, bereavement or illness. We offer additional/targeted support and activities to help the child understand their feelings. We also make efforts to support the parents/carers
- Staff, volunteers and students act as positive role models and adhere to the same rules as the children so that we are not doing the “do as I say, not as I do”

### **Things to remember**

When faced with challenging behaviour it is important to remember:-

- We encourage the child to be mindful to address the issue objectively and explain why the behaviour is unacceptable
- Analyse don’t personalise understanding, it is important to remain calm and get to the course of the behaviour that is to be addressed don’t take it personally it’s hard to learn how to manage emotions and understanding



- Fight fire water not fire, remain calm and be objective about what is happening and why. This is the route to finding a successful solution and be a proven role model to the children to resolve conflict, manage emotions and deal with difficulties
- Behavioural mistakes are learning opportunities. If something happens which is not acceptable it is more important for children to understand what exactly was not acceptable why and how they might do things differently next time . Take time to explain this to the children calmly and in away appropriate age and stage
- Children without boundaries go in search of them. Some things that happen at the setting are non-negotiable for a range of reasons for example health and safety, fairness and sharing. Take time to explain these to the children and explain why we do certain things to prompt their understanding. Be calm and assertive

## **Bullying**

At safe hands we encourage positivity and children to remain kind and respectful to our teachers and friends. We don't not accept any bullying behaviour. We regularly look at bullying for our weekly themes and plan great supportive activities to encourage this. If a child is being bullied whilst in our care we will follow the steps below in our "we do not accept" to resolve this.

### **We do not accept**

- Abusive behaviour such as hitting spitting and kicking
- Abusive or foul language

If any children seen doing behaviours we do not accept a detailed conversation will be held with parents/carers. If the behaviour of the child does not improve then a letter will be sent home, along with a meeting to discuss.

If things still do not improve then an emergency meeting will be held where you may be asked to leave the setting.

- 1) Talk to parents verbally.
- 2) Letter sent home and a meeting with parents.
- 3) Third resonance: Meeting with parents and maybe asked to leave the setting.

If there is any display of a physical attack on staff or another child you will be asked to leave the setting, with immediate effect.

- 1) If a child displays behaviour that is intended to hurt or harm another child or member of staff these steps will not apply and the child will be asked to leave the setting with immediate effect.

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Updated By Mel Lawlee

