

# Mitchell Walk Playgroup

## Behaviour Management Policy and Procedures

### Statement of intent

Mitchell Walk Playgroup believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

### Aim

We aim to promote positive behaviour throughout our setting and to help the children understand and respect the needs and rights of others.

### Methods

We nominate two members of staff to be Behaviour Management Co-coordinators (BeMCo's).

They have overall responsibility for our programme for supporting positive behaviour  
The BeMCo's will:

- Keep up to date with legislation and research on promoting positive behaviour, and on handling children's behaviour where it may require additional support.
- Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development.
- Support staff in their induction.
- Ensure all staff receive in-service training on promoting positive behaviour. A record is kept of staff training.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by all at the setting.
- Staff, volunteers and students will provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We induct new staff with the setting's behaviour policy and its guidelines.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We ensure praise is given when it is due, modelling and highlighting positive behaviours.

- We work in partnership with children's parents. Parents are able to discuss their children's behaviour with any practitioner: A practitioner may choose to raise concerns about behaviour with a child's parents. We may use our monitoring and observations to record a child's behaviour, if appropriate assessing undesired behaviour using an ABC format (Antecedents, Behaviour and Consequence). We may use these to help us to understand the cause of inconsiderate behaviour and to decide alongside the parent how to respond appropriately.

### **Positive strategies for negative behaviour**

- Staff, volunteers and students use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, negotiation, intervention, diversion and distraction.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied.
- We positively affirm considerate behaviour such as kindness and willingness to share.
- We support each child in developing positive self esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- Time out is always supervised by a practitioner.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques which single out and humiliate individual children.
- We use physical intervention such as removal or restraint, only as a last resort and only to prevent injury to themselves, other children or adults.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our playgroup leader. An incident sheet is completed and they are recorded in the child's personal file. The child's parent is informed on the same day.
- In cases of serious misbehaviour, such as assault, racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame. Any issues arising will be discussed

immediately with the child's parents.

- We aim to be calm, patient and consistent when responding to children's inconsiderate behaviour.

### **Persistent negative behaviour**

We take persistent negative behavior very seriously. We define it as the persistent physical or verbal abuse of another person in our setting. It is characterised by intent to hurt, and is accompanied by an awareness of the action. Where such behavior occurs we have strategies to deal with it.

The BeMCo's and Special Educational Needs Coordinators (SENCo's) will work together to explore the ABC of behavior (Antecedents, Behaviour and Consequence). If needed, further help will be sought from the Early Years SENCo and an Individual Behaviour Plan (IBP) will be produced in consultation with the child's parents.

This Behaviour Management Policy and Procedures was adopted at a meeting of Mitchell Walk Playgroup held on

Date:

Signed on behalf of the Mitchell Walk Playgroup Management Committee:

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Name: .....

Role: .....

To be reviewed on (date):

This Behaviour Management Policy and Procedure was reviewed / updated on

Date:

Signed on behalf of the Mitchell Walk Playgroup Management Committee:

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