



Milborne Ladybirds Playgroup

BEHAVIOUR MANAGEMENT POLICY

There are many reasons why pre-school children cannot always “play nicely”. Tiredness, illness and changes at home can all result in difficult behaviour, but the main reason is almost always they are still learning. Like any other skill, appropriate behaviour must be observed, practiced and mastered. What makes this more difficult for children is the fact that what may be appropriate and acceptable at home may not always be suitable in someone else’s home and again may change in a Preschool. We all have differing parenting systems with different expectations, tolerances and cultures. The Preschool child has yet to understand this.

When caring for children in a group situation it is necessary to have a few guidelines, hopefully not too many, and these must only be there to allow children to reach their full potential whilst retaining respect for themselves, their environment and others around them.

Within our group we are aware that children may only be familiar with the expectations of their parents. The new environment at Preschool will challenge their behavioural skills and a certain period of time will be allowed for them to settle in to the group.

The practices within the group are not intended to be in conflict with those used at home but are designed to foster an atmosphere in which the children can play in a safe and friendly environment. If there are any concerns these should be raised with the supervisor.

In order to accomplish a coherent and effective policy we will:

- Provide an appropriate adult child ratio to enable observations to be made to help reduce conflicts and frustration. To provide adult intervention to resolve quarrels when needed. To observe dangerous behaviour or equipment and rearrange, thus preventing the recurrence of incidents and avoid confrontations. This will allow the Preschool to continually evolve and update the risk assessment.
- Employ trained and tolerant Staff that show concern and have a serene quiet manner and who are prepared to go and give encouragement, affection and attention. They will be patient and supportive of others who have chosen to work with your children. Adults who have a calming effect on the children by joining their game or by standing close by.
- Provide an ordered environment. Routines and consistent responses result in security. The children will learn what is expected of them and the pattern of the play session will become clear.
- Endeavour to provide a quiet area to develop concentration and provide a secure area for the less noisy children to sit and observe the play.
- Provide adequate equipment and equipment that requires more than one person to make it operative and so introduce them to the advantages of sharing.



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- Promote good manners and politeness through the adults in the group showing friendship, care and courtesy to each other and the children they work with. A positive attitude with the emphasis on respect and affection should result in the required “please and thank you” and even the odd “excuse me”. Smiles and verbal approval will build the child’s self esteem and result in all the children feeling special.
- Give the child direction responsibility and choices. We will regularly discuss the guidelines for the children and explain the need for them. We will explain instructions in a clear, quiet manner and in a language they can understand, not forgetting to thank them for their co-operation. Children will be invited to comment on the guidelines and be given responsibility in their implementation. They will be supported in their choices and encouraged to make plans to improve behaviour in the group.
- Monitor undesirable behaviour. Safety of others will be the most important consideration.

At Milborne Ladybirds we will not:

- Administer or threaten corporal punishment. There will be no smacking, shaking or violent response of any description.
- Humiliate your child or single them out in a negative manner.
- Treat your child with less respect than Staff members or other children in the group.
- Confiscate familiar comforters, security blankets, dummies and favourite toys. These are a vital link with home for children who are new to the group.
- Insist on quiet behaviour except during reading and organised quiet periods when noise may disrupt the enjoyment of others. We have no intention of inhibiting children’s new found skills in socialising, communicating or participating in enthusiastic physical play.
- Expect children to behave in a uniformed manner. We appreciate and enjoy their different levels of development and individual personalities.
- Expect children to be grown up or brave. Children are still intellectually and physically immature which will result in accidents, misunderstandings and clumsiness.
- Expect children to sit for unreasonable amounts of time. Concentration will come with time, interest and patience from those around them.
- Ignore good behaviour. Their efforts will be recognised and praised.
- Allow your child to feel unloved or unwanted. If displaying inappropriate behaviour it will be made clear that it is the behaviour that is unwanted not the child.



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- Follow any specific programme of behaviour management other than those guidelines mentioned in this document without immediately consulting the parent and discussing other factors which might be influencing the child's behaviour.

Examples of undesirable behaviour and the actions taken to avoid further occurrences.

- Destructive behaviour: This may result in damage to equipment and harm to other children. The child may be taken aside and given an explanation of the correct use of the equipment and the consequences of their actions. The child may be offered another challenging activity. They will be asked to help put right any damage not as a punishment but as an illustration of cause and effect. If a mess is created someone has to clear it up.
- Disruptive behaviour: Often due to lack of concentration or wanting to be part of a social group but not knowing the "way in". An adult can be allocated to work solely with the child to give company, support and conversation, to reward their efforts with praise and draw the groups attention to their achievements. This exclusive attention will continue even when behaviour improves and thus endorse the approval. An adult "friend" may be the "doorway" to joining in a group activity and can show the child how to become part of the game.
- Aggressive behaviour:
 1. Directed at equipment: the child will be diverted to another activity, possibly with adult supervision. We will allow a more acceptable activity which provides an outlet for violent emotions such as clay, or throwing bean bags, or the use of noisy musical instruments or the selection of a book illustrating other people's emotions and anxieties.
 2. Directed at other children or adults: Aggression in the form of bad language or offensive body language will be ignored once initially explained that it is inappropriate. Attention is what the child is seeking. Praise will be given when the language ceases or improves. Physical aggression towards others, especially biting will be dealt with immediately, but we recognise that it is often used in defence, for attracting attention, in excitement or even as a means of affection. The child will be shown the effects of their aggression; the bite mark, the distress of the victim and the displeasure caused to those around them. In all events the victim of the aggression will be comforted and supported. The child administering the aggression will be given the opportunity to make amends. Improved behaviour will be praised.
 3. Physical intervention will only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour will be recorded and parents will be informed about it on the same day.
- Defiant and disobedient behaviour: Praise will be given for good behaviour. Special responsibility will be given in the form of jobs, a younger child to help, messages to deliver, etc. Avoidance of direct confrontation and suggestions will be made rather than orders



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given. If defiance or disobedience persists and becomes a danger we will not continue to explain or argue. The child will be physically, but carefully, moved to a safer environment.

- Tantrums: The child will be given a quiet, calm environment in which they can, if they wish, continue their angry expression. A short spell away from the object of their frustration, and space and time to enjoy attention will be freely given. Special help will be given to a child whose tantrums continue. They need to learn how to obtain attention in different ways.

Recurring problems will be dealt with by the whole Playgroup in partnership with the child's parents using objective observation records to establish an understanding of the cause.

Reviewing the Policy

The Behaviour Policy will be kept under review and will be reviewed annually

This policy was reviewed and agreed at a meeting of the Management Committee held on 15th March 2011