



Anne Riggs Childcare

anneriggschildminding.co.uk

Looking after generations of
Plymouth's children since 1989

Behaviour Policy

Revised March 2017

All children and adults are treated with equal concern and are made to feel welcome in my home. I aim to offer a quality childcare service for parents and children. I recognise the need to set out reasonable and appropriate limits to help manage the behaviour of children in my care.

However, I understand that children express their emotions through actions and behaviours and that anxiety can show its self in many forms. By providing a happy, safe environment and adapting my practice to meet individual needs the children in my care are encouraged to develop personal, social and emotional skills that help them be accepted and welcome in society as they grow up.

Promoting Positive Behaviour

I aim to be fair and consistent in my approach to managing behaviour so that all children know and feel secure in the boundaries of expected that I have set. I promote children's ability to meet my expectations for their behaviours in the following ways:

- I explain the behaviour which I would like to see
- I model from my own example
- I give praise to the children when I see them engaging in these 'good' behaviours
- I make use of stories, puppets, small world activity and role play to help children work through real life experiences, helping them to understand their own emotions and the feelings of others.

Procedure for Promoting Personal Emotional and Social Development

Before a placement starts I talk with parents and agree methods that work to manage children's behaviours positively before a contract is signed. Where possible, I try to meet parent's requests for the care of their children according to their values. This is revisited and updated during regular reviews with parents/carers. All parents/carers are given my behaviour policy.

I regularly meet with the parents/carers of the children in my care which enables us to discuss any concerns they have. If preferred, I arrange a mutually convenient time to talk when the child is not present and I am also available on the telephone, by text or email outside of setting hours. If I do

not share the same home language as the child's parent/carer I will find a way of communicating effectively with them. This may include seeking guidance from the Early Years Service.

A consistent approach benefits the child's welfare and helps ensure that the child is not confused. I work closely with parents to make sure there is consistency in the way children are cared for. I expect all parents/carers to inform me of any changes to the child's home circumstances, care arrangements or any other change which may affect the child's behaviour such as, a new baby, parent's separation (including temporary/short term ones such as for a parent working away), divorce, new partner or any bereavement. All information shared is kept confidential unless there appears to be an issue of child protection.

To keep abreast of legislation and behaviour management issues I attend regular training and read relevant publications.

From time to time, children will have difficulty learning to deal with their feelings and emotions this is a normal part of child development. If this happens for a child on a frequent basis I liaise with parents/carers to decide how best to support their child.

Children are also supported in finding constructive solutions of their own when having difficulties in their friendships with peers. I take any incidents of peer to peer bullying very seriously and will work with parents to address any such concern. I encourage emotional responsibility by talking to children about the choices they make and the consequences of their actions.

I do not and will not (nor will my assistant) administer any physical or other form of punishment with the intention of causing pain or discomfort or will a child receive any humiliating or emotionally hurtful treatment whilst in my care.

"Providers must not threaten corporal punishment, and must not use or threaten any punishment which could adversely affect a child's well-being".

"A person will not be taken to have used corporal punishment where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary"

"Providers must keep a record of any occasion where physical intervention is used, and parents/carers must be informed on the same day, or as soon as reasonable practical.

– Ofsted Statutory Framework for Early Years Foundation Stage, September 2014

If I have to use physical restraint in order to prevent a child from causing harm to themselves, or others, or when absolutely necessary for the management of the child's behaviour I will pick the child up and calmly take them to a quiet area where I will sit and hold them as gently as possible, while talking calmly to them and explain what I am doing and why, until I deem it is safe to let them go again. I will record this on an Necessary Restraint form which states the circumstances and then share this with the parent on collection of their child, asking them to sign their acknowledgement.

Helping Children Who Become Overwhelmed By Their Emotions

Sometimes it is necessary for me to make the decision for the child that they need to spend a few minutes away without activity to calm down. This is commonly known as 'Time Out or Time Away'. When considering 'time out' as an approach to managing behaviour, I do so following full consideration of how appropriate it is for the unique needs and development of the child.

I support children in changing their behaviour before this becomes necessary with a graduated response as follows:

- I try to distract or redirect the child to an alternative activity which may be either an alternative physical activity or possibly a calming one.
- I may tactically ignore the child if I feel it is a behaviour given to attract negative attention. Praise and attention will then be given immediately the child shows a positive behaviour especially if the child is not expecting it.
- I acknowledge the child's emotion and maintain their self esteem by referring to their behaviour as that which is 'not good' rather than they themselves who are 'not good'.
- I tell them why they need to stop what they are doing in language suitable to their level of understanding. Then I tell them the behaviour which is desirable and give the child a few moments to respond positively.
- If they do not stop then I tell the child they may need some 'time out' and give them time to respond positively.
- Finally if necessary, the child is asked to sit (for a minute for each year of their age) with no activity. I stay close by at all times and when the child is calm explain why they were asked to sit and become calm or, if the child is able, ask them to explain why they had been asked to calm down.
- I then support the child in returning to their activities and peers.

All incidents of 'time out' will be recorded in the child's daily diary and discussed with parents/carers on the same day.

If I have concerns about a child's behaviour which are not being resolved after discussions with their parent(s) I will ask for permission from the parents to talk it through with another child care professional. Any concerns that could identify a particular child are kept confidential and only shared with people on a need to know basis.

In the rare circumstance where a child's behaviour becomes a major concern and impacts another child I reserve the right to temporarily exclude a child immediately but would endeavour to work with parents and other professionals to resolve the situation and re-integrate the child back into my setting where possible.

Childminder:

Review March 2018