
Positive Behaviour Management

Statement of Intent

YMCA Bath Group believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations and boundaries for their behaviour. We have adopted the high scope method of managing behaviour across our group.

Aim

We aim to teach children to behave in socially acceptable ways and for them to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development (PSED) and in the judgment behaviour and Attitudes and this is an integral part of the Early Years Foundation Stage and our inspection.

We take account of each individual child, recognising their needs and any factors that may affect their self-regulation such as special educational needs and any response to emotional problems or safeguarding concerns.

Methods

All staff members are responsible for implementing our programme for supporting personal, social and emotional development, including positive behaviour management. We use the High Scope method for managing behaviour. This is detailed at the end of the policy.

We require all staff to:

- Keep themselves up to date with legislation, research and discussion about promoting positive behaviour and on handling children's behaviour where it may require additional support;
- Attend regular in-service training on promoting positive behaviour.
- Identify those children whose behaviour is affected by outside issues such as domestic violence, safeguarding concerns and emotional disturbance
- Act swiftly to help children and their families regulate behaviour and bring concerns to senior staff
- We have a policy of reflecting British Values. We recognise that ways of interacting with other people vary between cultures and groups and require staff to be aware of and respect these. These are part of our training programme.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines.
- We expect all members of YMCA Bath Group- children, parents, staff, volunteers and students - to keep to the guidelines and require these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.
- Behaviour issues are not discussed with other members of staff or parents in front of children concerned or any other children in the setting.
- Our staff know they must report to us when staff use unacceptable methods of behaviour management

YMCA enables people to develop their full potential in mind, body and spirit. Inspired by, and faithful to, our Christian values, we create supportive, inclusive and energising communities, where young people can truly belong, contribute and thrive.

Strategies with children who engage in poor behaviour

- We require all staff members, volunteers and students to 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, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can form a more appropriate response.
- We support children to solve problems and to resolve conflicts through the following steps: Approaching calmly; acknowledging feelings; gathering information; restating the problem; asking children for ideas for solutions and choosing one together; by giving follow up support (High Scope).
- Adult handling of behaviour is consistent and developmentally appropriate.
- We use visual prompts in supporting children in their acknowledgement of feelings.
- Children must have sufficient stimulation to ensure that they do not become bored and disruptive.
- We acknowledge considerate behaviour such as kindness and willingness to take turns.
- We acknowledge, praise and promote positive behaviour.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging, 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.
- We never send children out of the room by themselves or single out or humiliate them.
- We never use physical punishment, such as smacking or shaking and children are never threatened with these
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- If physical restraint is used, the incident is recorded on the same day and the parent/carer is required to sign the incident form to acknowledge they are aware/agree to action taken; the incident form is seen and signed by either the nursery or preschool manager or deputy.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Children under three years

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting; staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'.
 - We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
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- We recognise that fantasy play also contains many violently dramatic strategies - blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves, therefore ensure children, staff and parents are made aware of acceptable behaviour.

The main reasons for young children to engage in excessive hurtful behaviour are that:

- They do not feel securely attached to someone who can interpret and meet their needs - this may be in the home and it may also be in the setting;
- Their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
- The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse; and
- The child has a developmental condition that affects how they behave.
- We use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

Bullying

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse or lack of dignity of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another.

Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- we do not label children who bully as 'bullies';
- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;



- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

6 Point behaviour management techniques for YMCA. The High Scope Method

Step 1 – Approach Calmly

Approach calmly, kneel down to children's level, speak gently and take the item (if there is one) that has caused the row i.e. 'I can see there's a problem here, I'm going to hold the [object] while we talk about what we are going to do.'

Step 2 – Acknowledge Feelings

Adult approaches the child and acknowledges feelings i.e. 'I can see you are feeling upset'. Words associated with feelings, such as 'frustrated, angry, worried and sad' all fit with conflict experiences and build a child's emotional vocabulary in a concrete way.

Adult must be neutral, no assumptions.

Step 3 – Gather Information

Adult needs to find out what each of the wants and needs of children involved i.e. 'What's going on? What's happening?'

Step 4 – Restate the Problem

Help the children focus on the specific problem that needs solving i.e. 'So the problem is...'

Step 5 – Ask the Children for ideas for Solutions

Ask the children to think about a solution to the problem i.e. 'what do you think we can do about this problem? Listen to all suggestions. Repeat suggestions, 'So your idea is.....' If an unrealistic solution is offered (lets go to the shop and buy a new one) the adult may need to ask, 'Do you think we could do that?'

Step 6 – Offer Follow up Support

To complete the process it will help the children if the adult acknowledges what has happened. Comments such as 'you did it', 'you solved the problem'. Let the children know what they have achieved and help bolster confidence in their own problem-solving abilities.

If these steps are used consistently children reach the point where they become either independent problem-solvers, or where they just need a very limited amount of support from the mediator. They begin to see themselves as capable problem solvers who can solve the challenges life sends their way.

All other policies relating to YMCA Bath Group are available for you to read at the childcare setting or on our web site.

Signed on behalf of YMCA Bath Group
(original signed copy held at registered office)

Mike Fairbeard

Role of Signatory

Chief Executive

Date of Review of Policy

September 2020



