



## Behaviour and House rules

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.

By providing a happy, safe environment, the children in my care will be encouraged to develop social skills to help them be accepted and welcome in society as they grow up.

Behaviour includes everything a child says and does that can impact or influence someone else. I believe that children need clear, developmentally appropriate expectations to support their behaviour and I encourage children to develop acceptable behaviour by providing a happy, safe environment. I set a good example and aim to be a positive role model and ask older children to do the same. I work closely with the children and their parents to encourage good behaviour.

**Behaviour procedures** - I aim to support behaviour in ways appropriate to the age and stage of the child as follows –

- **Distraction** – I gently remove the child from the situation and offer alternative games.
- **Discussion** – I talk to the child, in a developmentally appropriate way, about their behaviour. I make sure the child knows it is the behaviour I do not like, not them. I do not tell a child they are 'naughty' as this can become a self-fulfilling prophecy.
- **Thinking time** - children are given the opportunity to think about their behaviour, supported by myself. I will sit with them / talk to them and help them to deal with their emotions. I do not feel it is appropriate to ignore, humiliate or otherwise punish them.
- **Returning to play** - children are invited to return to play when they are ready to join in and they are asked to think again if they continue to behave inappropriately.

**Working with parents** – there is an expectation that parents work together with me to support their child and, if there is a concern which needs addressing, to improve any unwanted or what Ofsted refer to as 'poor' behaviour quickly. Records will be maintained as required by the Early Years Inspection handbook.

**Teaching children** – I spend time explaining to a child why they have been removed from play or why their behaviour has not been appropriate. I talk about the behaviour, how it impacts others and how it might be changed to stop this from happening again. As part of my continued personal, social and emotional development (PSED) interventions, I work closely with all the children and teach them how to play together cooperatively and offer them ideas for solutions / suggest positive ways to approach others.

**Behaviour escalation strategy** - if a child's behaviour causes ongoing concern I will –

- Talk to the child in the first instance, allowing time for calm and contemplation;
- Aim to attend behaviour training to make sure I am supporting the child in the best possible ways;
- Complete an **Incident Record** or **ABC Behaviour Chart** to record the 'poor behaviour' as required by the Early Years Inspection handbook for the child's parent to sign to keep them updated;
- Invite parents to a meeting (preferably without the child) to discuss the ongoing situation and decide a combined strategy. I reserve the right, with permission from parents as appropriate, to ask advice from

other professionals, ensuring confidentiality where possible – see **permission for information sharing** for more information;

- Speak to other settings the child attends (if appropriate) to liaise about behaviour strategies. This will help ensure I can support the child through consistent behaviour management in all settings;
- Monitor the child's behaviour alongside parents and other settings / agencies.

**Note** - if a child's behaviour does not improve and it is affecting their learning or the learning of other children in the setting, I will call a further meeting with parents to consider next steps to better meet their child's needs. I ask parents to recognise the importance of resolving behaviour concerns so their child can return to playful learning as quickly as possible.

I am aware that corporal punishment and the threat of using corporal punishment is illegal and will not be used in the provision. I will never administer physical punishment or any form of punishment with the intention of causing pain or discomfort, humiliation or hurt. I am aware of the requirement to 'whistle blow' if I believe a child has been harmed by corporal punishment (see **Whistle-blowing policy**) for more information.

If you have any questions about my Policies / Procedures or would like to make any comments, please ask.

I will only physically intervene, and possibly restrain, a child to prevent an accident, such as a child running into the road, or to prevent an injury or damage. Should this be necessary I will record any instances of physical intervention in writing in my incident book and inform parents on the same day, or as soon as reasonably practicable.

All parents receive [or have access to] a copy of my Behaviour and House rules Policy.

Wherever possible I try to meet parents' requests for the care of their children according to their values and practices. Records of these requirements are agreed and kept attached to the child record forms. These records are revisited and updated during regular reviews with parents.

I expect parents to inform me of any changes in the child's home circumstances, care arrangements or any other change which may affect the child's behaviour such as a new baby, parents' separation, divorce, new partner or any bereavement. All information shared will be kept confidential unless there appears to be a child protection issue.

I offer regular discussions with parents to talk about their child's care and any issues or concerns, preferably when the child is not present..

If I do not share the same first language as the child's parent, I will find a way of communicating effectively with them. This may include seeking guidance from the local early years team.

I work together with parents to make sure there is consistency in the way the children are cared for. A consistent approach benefits the child's welfare and helps ensure that the child is not confused.

All significant incidents are recorded in an incident book and will be shared and discussed with the parents of the child concerned so that together we can work to resolve any behavioural issues.

From time to time children will have difficulty learning to deal with their emotions and feelings and this is a normal part of child development. I will acknowledge these feelings and try to help children to find constructive solutions in liaison with their parents.

If I have concerns about a child's behaviour which I cannot resolve in partnership with parents, I will ask for permission from the parents to talk it through with another childcare professional. I may contact PACEY, the NSPCC, health visitor or the local early years team (or other relevant advice service) for confidential advice.

Concerns that could identify a particular child are kept confidential and only shared with people who need to know this information.

Positive discipline means:

- Rewarding good behaviour. Because rewards are constructive, they encourage further effort. Punishment is destructive – it humiliates children and makes them feel powerless.
- Encouraging self-discipline and respect for others. Because children need to grow into people who behave well even when there's no one to tell them what to do.
- Setting realistic limits according to age and stage of development. Because as children grow and develop our expectations of them change.
- Setting a good example. Because young children take more notice than we might think of how we behave and what we say.
- Encouragement, not orders and instructions. Because "Do as you're told" teaches nothing for next time. Positive discipline involves explaining why.
- Being consistent – saying no and meaning no. Because children need to know where they stand and it helps if they know that we mean what we say.
- Praise, appreciation and attention. Because when children are used to getting attention with good behaviour, they won't seek it by misbehaving.
- Building children's self-esteem. Shaming, scolding, hurting and humiliating children can lead to even worse behaviour. Attention, approval and praise can build self-esteem and a child who feels valued is more likely to behave well.

**I encourage appropriate behaviour by:**

- Setting a good example, I aim to be a positive role model as children copy what they see. Children learn values and behaviour from adults.
- I readily praise, approve and reward wanted behaviour, such as sharing, to encourage it to be repeated. Using praise helps to show that I value the child and it helps to build their self-esteem.
- I praise children to their parents and other people when they have behaved as expected.
- I try to be consistent when saying "no" and explain reasons why it is not appropriate and considered unwanted behaviour.
- My expectations are flexible and realistic and are adjusted to the age, level of understanding, maturity and stage of development of the child.
- I try to involving children in setting and agreeing house rules.

**House rules**

House rules may include:

- We take off our outside shoes when we go in to the house to keep the house clean.
- We do not swear, call each other names, fight or deliberately hurt anyone else.
- We eat and drink at the table or in the high chair to help keep the house clean and to avoid accidents.
- No one is allowed to smoke or vape in my house
- We are kind to each other and the pets.
- We take care of the toys, furniture and other equipment.

**Children are guided away from doing things which:**

- are dangerous or hurtful or offensive to someone else
- are dangerous to the child
- will make the child unwelcome or unacceptable to other people
- damage other people's property.

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