



Royal Naval Pre-school Learning Organisation

MANAGING BEHAVIOUR

The Royal Naval Preschool Learning Organisation supports the childcare settings commitment to creating a learning environment which promotes positive behaviour and relationships where children treat each other with care and respect.

The organisation works with elements of the PACE approach a therapeutic framework for children who have experienced trauma or attachment it focuses on Playfulness, Acceptance, Curiosity, and Empathy.

Practitioners work together to understand triggers for children's behaviours and they are alert to what a child is trying to express to them through their behaviour and work with the children accordingly.

The setting has clear boundaries about what is safe and acceptable, and children learn through social group time the rules of the childcare setting with information being shared with parent/carers on joining the childcare setting and though out their time within the childcare setting.

Practitioners work together to develop effective consistent responses to challenging behaviour and share this with parents as the partnership between the childcare setting and home is important.

The staff will work with strategies for managing behaviour considered alongside the individual needs of the child and work in agreement with the parent / carers.

Practitioners act as effective role models and model appropriate behaviour to the children so that they can learn how to deal with different situations.

Through personal, social and emotional development learning opportunities children understand the setting expectations and learn about the responsibility of managing their own behaviours and through the secure attachments with practitioners receive positive support in relation to risky or challenging behaviours.

Childcare setting practitioners should have knowledge of appropriate behaviour for the age and stage of children they are working with and of environmental factors that may impact on behaviours such as tiredness, hunger and boredom, along with communicating a child's needs and feelings. Some behaviours may be linked to safeguarding/ child protection concerns and the sharing of information is of great importance.

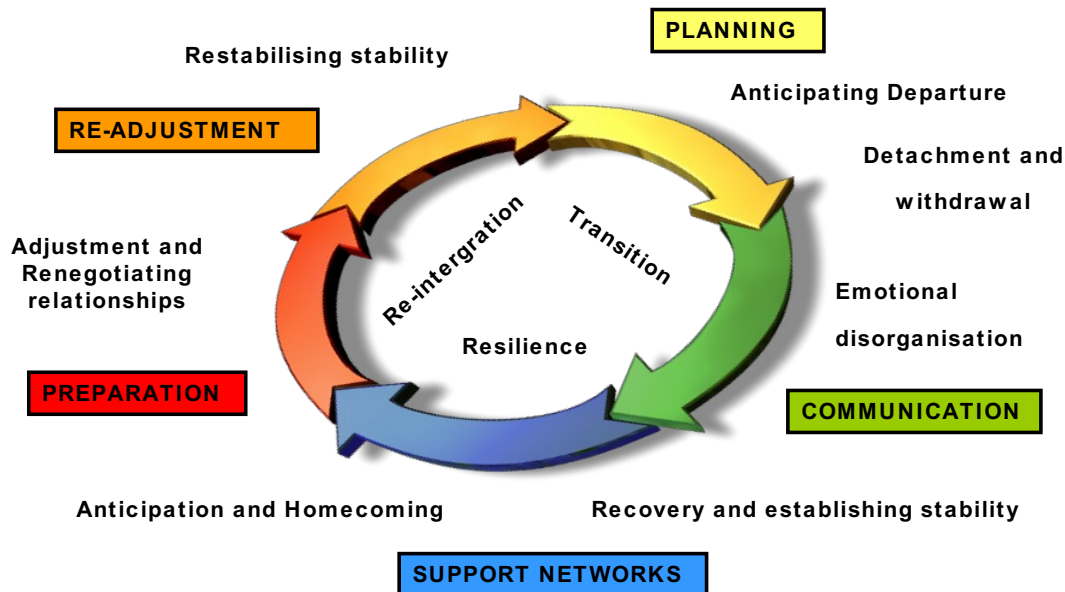
The Royal Naval Pre-school Learning Organisation offers childcare to all families both civilian and military within local neighbourhoods and recognises and acknowledges 'The Emotional Cycle of Deployment/ Separation' for young children and adults. The cycle has 5 stages which families work through when a loved one is away on deployment/ active service or separated through work or a family break up. This can affect both children attending the setting in their behaviours and the remaining family members at home coping with the situation themselves and that of their children.

RNPSLO make very effort to be aware of families experiencing separation and provide as much or as little support as they need.

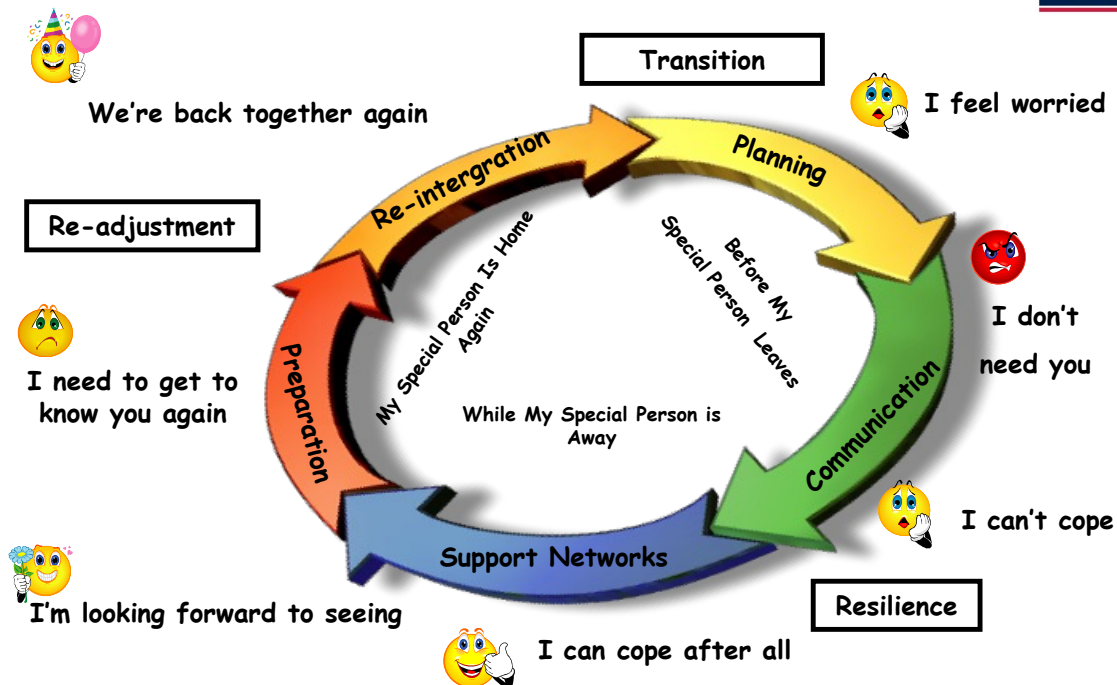
Children are observed through the settings key workers.

This shows the Emotional Cycle for adults

The Emotional Cycle of Deployment



The Emotional Cycle of Deployment for Children & Young People.



We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learn without fear of being hurt or hindered by anyone else.

We aim to work towards a situation in which children can develop self-discipline.

In order to achieve this: -

Rules governing the conduct of the group and the behaviour of the children will be discussed and agreed within the setting and explained to all newcomers, both children and adults.

All adults in the setting will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.

All adults will try to provide a positive role model for the children about friendliness, care, and courtesy.

Adults in the setting will praise and endorse desirable behaviour such as kindness and willingness to share through verbal praise or through the personal reward system looking to promote positive behaviour/actions considering that each child is an individual and rewards will reflect this.

We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.

When children behave with challenging behaviours.

Physical punishment, such as smacking or shaking will be neither used nor threatened.

Children will never be sent out of the room by themselves.

Techniques intended to single out and humiliate individual children such as the 'NAUGHTY CHAIR' will not be used.

RNPSLO have a bullying policy that would investigate any instances of bullying either from a child or from an adult working or involved in the organization.

There are both child protection and whistleblowing procedures in place to ensure that practitioners swiftly report any concerns that are contrary to acceptable and agreed standards.

Royal Naval childcare settings operate a staged sanction system for behaviour.

Stage 1.

Where on the first occasion the child will be spoken to by a member of staff, who will ask the child to refrain from the behaviour/action they are taking with an explanation and a re-direction of play.

Stage 2.

If the child continues with the behaviour/action, then a staff member will ask the child again to refrain from the action/behaviour re affirming the explanation and explaining what will happen next if this behaviour /action continue.

Stage 3.

Following the afore mentioned, if the child continues then 'thinking time' away from the activity/game etc with a staff member will be put in place with the staff member again offering an explanation that their behaviour/action is unacceptable for a set period e.g. 2 minutes.

In cases of serious misbehaviour, such as racial, bullying, or other abuse, the unacceptability of behaviour and attitudes will be made clear immediately, but by means of explanation rather than personal blame.

If the child is going to be harmful to himself, other peers or to adults, to prevent serious damage to property or what would be reasonably regarded as exceptional circumstances then the staff may need to adopt positive holding. This would be for the shortest time possible and with minimal force. This would be recorded within the record keeping settings. Eg name of child, date, time, place, chronology of events, staff present, type of intervention and for how long, child's response, details of any injuries, signature if practitioners and parents, plus any other agencies involved with the child. There is a physical intervention parental consent form which would be signed by the parent/carer if this is a recurring problem.

In any cases of mis -behavior, it will be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.

Adults will not shout or raise their voices in a threatening way.
Adults in setting will have an awareness of and respect a range of cultural expectations regarding interactions between people.

Any consistent, sustained verbal or physical behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity. Liaising with parents/carers will be handled in an appropriate manner, respecting confidentiality, and the sensitivity of the situation; the setting manager will carry this out.

Parent/carers will be contacted through Tapestry to inform the parent of any significant incident or to decide for the parent to meet with the appropriate staff and discuss any actions to be taken with agreement on both sides.

Solutions to encourage positive behaviour will be discussed.

Situations will be monitored with parent/carers, using objective observation records to establish, and understanding of the cause.

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

However if a child's behaviour is severe, disruptive and a cause for concern regarding the safety of the other children, themselves or the staff in the group then RNPSLO will consider using a 'cooling off period', until such a time when new strategies, plans and a way forward can be decided working with the parent/carer and any outside agencies involved in order for that child to return to the group safely for all concerned. Any such period temporarily away from the childcare setting would be arranged prior to that child being absent, allowing the parents time to make alternative arrangements for their child. The manager and the SENCO will work together to ensure the child's needs are being met and that time away from the childcare setting is minimal.

Sometimes a 1 :1 worker is required to work with the child. RNPSLO will make every attempt to employ a suitable person, but this is not always possible and can take time.

This action will be taken once consultation with the family has taken place and both parties concerned agree to a short 'cooling off' period. Warning

that the pre-school could be considering this action of 'cooling off' time away before hand will be given to parents in case there is a need to find alternative childcare arrangements for that short period of time.

To limit the potential for inconsiderate behaviour the setting will

- Require all staff to use positive strategies for handling inconsiderate behaviour, by helping children find solutions that are appropriate for the age and stage of development.
- We ensure that there are enough popular toys and resources and sufficient activities available.
- Acknowledge positive behaviours from the children.
- Support children's self-esteem, confidence, and feelings of competence.
- Avoid situations in which children receive adult attention only in return for inconsiderate behaviour.
- Help children to understand challenging behaviours.

Children under three years

When children under three behave in challenging 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 to do this.

Common challenging 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.

If tantrums, biting, or fighting are frequent, we try to find out the underlying causes, such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be a result of 'separation anxiety'.

We focus on ensuring a child's attachment figure in the setting, their key person is building a strong relationship to provide security to the child,

Boisterous play

Young children often engage in play that has aggressive themes- such as superheroes 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.

We recognise that teasing and rough tumbling play is normal to 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.

We recognize that fantasy play also contains violently dramatic strategies, - blowing up, shooting etc, and that themes often refer to as goodies and baddies, and such offer us opportunities to explore concepts of right and wrong.

As an organisation that operates within its charitable constitution to provide childcare for service families, there will be occasions when we accept that the child's serving family member may have items of memorabilia to do with weapons and operate within an active service environment which the child may react during their role-play. Staff take consideration this when dealing with any issues that may arise.

Adults will be aware that some kinds of behaviour may arise from a child's additional need (S.E.N. Policy)

Hurtful behaviour

We recognize 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.

We understand that self management of intense emotions, especially anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.

We offer support by calming the angry child and the child that has been hurt; by returning the children to a normal state we are helping the brain to develop the physiological response system that will enable them to manage their own feelings.

For preverbal children we calm them by holding them in a comforting manner and an explanation that is age and stage appropriate to them.

We recognize that young children do not have verbal skills in connection with emotions so continually work on this area as a thread through out the settings routines and evaluations.

We attempt to develop empathy in children in the setting.

We help children develop pro-social behaviours such as conflict resolution.

When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution with the parents.

The named person for Behaviour Management is

We require the named person to keep themselves up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.

The Behaviour management named person will supervise the handling of children's behaviour where it may require additional support and check that all practitioners have training on promoting positive behaviour.

Access relevant sources of expertise on promoting positive behaviour within our programme for supporting personal, social, and emotional development.

Recognize the code for interacting with other people vary between cultures and require staff to be aware of and respect this.

We require staff to be positive role models by treating children and adults with respect, friendliness, and courtesy.

Signed

Dated

Reviewed