



BEHAVIOUR AND DISCIPLINE POLICY

As children develop they need guidance to learn the appropriate behaviours and social skills expected of them within our society. We will therefore guide the children through this process and support them by modelling appropriate behaviour, respect and manners and by teaching them alternatives to any unacceptable behaviour. Focus will be on reinforcing positive behaviours through rewards and praise, rather than consistent punishment for negative behaviour.

The role of parents/carers in this process is crucial; a child's key worker will therefore work in close partnership with their parents/carers to ensure the disciplinary techniques are consistent both at home and at the setting.

There are three basic rules in place at the setting which are concerned with safety and care. They encourage respect and consideration for others. Children will be helped to learn these rules and will be encouraged to follow them. These are:

1. I will not let any part of my body hurt anybody else – kind hands, feet and words
2. I will take care of my surroundings
3. I will be polite and helpful to others

Procedures

We, as a setting, will:

- Be positive role models and demonstrate good values, behaviour, respect and manners.
- Use praise and rewards to promote positive behaviour.
- Encourage self-discipline, consideration for others, our surroundings and property.

Managing inappropriate behaviours

- If a child displays inappropriate behaviour, staff will, using age appropriate language, explain what is expected of them and why. Staff will follow a 3-step approach:
 1. Ask the child to stop the behaviour, explain why and give an alternative (e.g. "Child A, please stop throwing the sand, you may hurt someone's eyes. If you want to practice throwing, lets find a ball".)
 2. If behaviour continues, repeat the request and give a consequence (e.g. "Child A, please stop throwing the sand or you will have to come away from the sand tray.")
 3. If behaviour still continues, the staff member will follow through with the consequence. (e.g. The child will be moved away from the sand tray and told why "Child A, you do not throw sand, you might hurt your friends' eyes.")



- Physical intervention (picking up and removing a child from an area) will only be used if they are going to harm or cause distress to others, harm themselves or damage property.
- Physical or corporal punishment will NEVER be used within the setting.

Managing Persistent Inappropriate Behaviour

In the cases of persistent behavioural difficulties, the following procedure will be followed:

- The child's key worker will discuss with parent/carers different strategies that can be used at the setting and at home to help the child learn the boundaries and expectations of their behaviour.
- If the challenging behaviour persists, a meeting with the child's parents/carers, key workers and management will be arranged and ABC (Antecedent, Behaviour, Consequence) observations will be performed over a set time period to work out causes and triggers of the behaviour. The results of this will then be used to develop a Behaviour Support Plan, which will be discussed with parent/carers and put into place, both at home and at the setting, to help support the behaviour.
- If, after an agreed time period, the Behaviour Support Plan has shown no improvements in the behaviour, external support may be sought.

Exclusion of a child on the grounds of behaviour

Little Steps Day Care will only consider exclusion of a child as a last resort, when all other practical means have been tried and found ineffective and the behaviour causes a concern for the other children and staff's well-being.

Exclusion may be considered in one or more of the following circumstances:

- A child exhibits repeated violent and/or uncontrollable behaviour and is perceived to represent a significant risk to the well-being of him/herself, to other children or to members of staff's
- A child persistently directs abusive or threatening language towards either a member of staff or to another child



- It is felt that the commitment from parents in improving their child's behaviour is not sufficient and there is little acceptance of responsibility for their child's behaviours

A letter to the parents/guardians will be sent informing them of the decision to exclude the child