

Good Practice: Settling in; Children's rights and entitlements; Achieving positive behaviour and Physical intervention

Policy statement

- We believe that children settle best when they have a key person who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in.
- We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting.
- We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.
- We promote children's right to be *strong, resilient and listened to* by creating an environment in our setting that encourages children to develop independence and a positive self image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.
- We promote children's right to be *strong, resilient and listened to* by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.
- Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.
- Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example.

Procedures

- We allocate a key person before the child starts so they can start building relationships from their initial visit.
- The key person works with the parents and has links with other carers involved with the child, such as a childminder, to share information in order to meet the child's needs, with parental permission.
- A key person is responsible for developmental records and for sharing information on a regular basis with the child's parents.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.
- We have two named persons who have overall responsibility for supporting the setting in achieving positive behaviour, these are:

Emma Gunston – Supervisor and Alison Pope – Deputy

we require the named person's 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;
- * access relevant sources of expertise on promoting positive behaviour
- * check that all staff have relevant in-service training on promoting positive behaviour.

- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.
- 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 for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents to address recurring inconsiderate behaviour and decide jointly how to respond appropriately.

Settling-in:

- Before a child attends the setting, we advise parents to read the prospectus and all of the policies on our website.
- During the term before a child is enrolled, we conduct home visits and provide opportunities for the child and his/her parents to visit the setting.
- At the home visit we give the family a “getting to know us” pack with photographs of the ladies and the playgroup.
- We use induction visits for the child to familiarise with the setting, meet the ladies, key worker and the other children and offer support with completing forms if needed.
- Some children may take longer to settle in, as may children who have not previously spent time away from home. Any concerns are discussed, along with strategies, at the induction visit.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.

Children’s rights and entitlements:

To be **strong** means to be:

- Safe, secure and valued as individuals in a child’s family and at Playgroup.
- **self assured** and form a positive sense of themselves – including all aspects of their identity and heritage;
- **included equally and belong** in early years settings and in community life;
- **confident in abilities** and **proud** of their achievements;
- **to be part of a peer group** in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world.

To be **resilient** means to:

- **be sure** of their self worth and dignity;
- be able to be **assertive** and state their needs effectively;
- be able to **overcome** difficulties and problems;
- **be positive** in their outlook on life;
- be able to **cope** with challenge and change;
- have a **sense of justice** and responsibility towards self and others.

To be **listened to** means:

- adults recognise children’s need and **right to express and communicate** their thoughts, feelings and ideas;
- adults who are able to **tune in** to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated;
- adults who are able to **respond appropriately and, when required, act upon** what children express and communicate ; and

- adults **respect children's rights** and **facilitate children's participation and representation** in imaginative and child centred ways in all aspects of core services.

Strategies with children who engage in inconsiderate behaviour:

- We have Shaw Ridge Rules (Golden Rules) which we refer to daily.
- We require all staff, 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 learn a more appropriate response.
- Wherever possible we ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, 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. Sometimes, if appropriate, we use reflection time, where children can sit quietly with a member of staff to reflect and think about their actions.
- We never send children out of the room by themselves or use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event are brought to the attention of our supervisor and are recorded in our incident book. The child's parent is informed on the same day.
- 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.

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 and referring to the golden rules. By doing this 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 by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour.
- We do not engage in punitive responses to a young child’s rage as that will have the opposite effect.
- One way of responding to children is to calm them through holding and cuddling and we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling.
- We help young children learn to empathise with others understand the effect that their hurtful behaviour has had.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy.
- We support social skills through modelling behaviour, through activities and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.

- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together.
- Where this does not work, we support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

Physical intervention:

Physical intervention will not result in any form of restraint unless it is necessary for one of the following reasons.

- To stop or prevent physical aggression towards others- adult or child.
- To stop or prevent deliberate damage which may harm the child or others.
- To prevent dangerous situations.
- To prevent a child or children from coming to any harm.
- To support a child in learning self control in any of the above situation.

If it is known that physical intervention may be needed then the following steps will be taken.

- Advice from relevant professionals will be sought.
- Agree support strategies with parents.
- Put a support plan in place that is read and agreed to with parents and staff.
- Senior staff to offer support to staff surrounding appropriate intervention.
- Records will be kept of all incidents that may occur and parents will be informed.
- Monitor and review the support plan as the child progresses.

If physical intervention does occur then the following safe restraints may occur.

- A familiar adult may hold the child gently but firmly from behind for up to one minute. The adult may grasp hands in front of child's upper body, holding child's arms down at their side.
- Adult to talk to child reassuringly and using gentle tones, even if the child is shouting.
- Use the minimum time possible to restrain a child in order to avoid a dangerous situation.
- Avoid gripping the child, especially at joints or vulnerable parts of the body such as wrists, fingers, ankles.
- Keep adults face away from the child's head so that it cannot cause any injury. If necessary the adults hand may be placed behind the child's head if they are prone to doing this.
- Rocking a child may help to calm or sooth the child.
- A child will never be carried when distressed; they will be left as long as they are in a safe place until they calm down. Other children may be moved away from the situation.
- If a child needs to be moved from a dangerous situation they will be encouraged to walk. Support may be given by two adults one under each arm of the child.

- If a child needs to be carried away from a dangerous situation then two adults will be present at all times.
- Staff and other children will be given appropriate support after a distressing event.

This policy was adopted at a meeting of	Shaw Ridge Playgroup	name of setting
Held on	_____	(date)
Date to be reviewed	_____	(date)
Signed on behalf of the management committee	_____	
Name of signatory	_____	
Role of signatory (e.g. chair/owner)	Chairperson	