



Clann Aire

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Positive Behaviour management policy

Clondrohid Community Crèche, Pre-School & after School aim is to support and guide all children to manage their own behaviour and learn to resolve conflicts that arise according to the age and stage of the child/children. Children attending the services are here for new learning experiences which may test their own coping strategies. All staff will support the children to regulate their behaviour and will have a number of strategies to deal with both positive and challenging behaviour.

This policy is underpinned by the Child Care (Pre-School Services) Regulations 2006

Supporting Positive Behaviour

- The learning curriculum is designed with the age and developmental stage of the child in mind.
- Each child will be assigned a key worker who will be responsible for building up a special relationship with them and their family. This helps with getting to know what the child enjoys and some of the situations they find difficult.
- Staff will be the role model of positive behaviour and how they play, speak and interact with the children is a key part of their role.
- Role modelling includes: Explaining feelings, using a calm tone of voice, giving choice to the children, using language to help children understand positive decisions, getting down to the child's eye level
- Any rules will be kept clear, simple and age appropriate
- Staff will always comfort an upset child
- Play activities will be used to play out challenging situation so children get the opportunity to practice positive behaviour strategies.
- Books and storytelling is used to talk about feelings and what we can all do when we are angry, upset or frustrated.
- A range of activities will be available to the group of children which offer a lot of choice to all in order to keep the children active in play.
- Children will have ample time to explore outdoors giving them lots of opportunity to run and feel free
- Children will not have to sit for long periods of time allowing them have a choice and to move From an activity which does not interest them.
- The older children will come up with a list of rules they think are important helping them take ownership of their behaviour.
- The play environments will be laid out into specific play spaces which supports children's natural curiosity encouraging them to become engrossed in their play and develop their own interests.

Anticipating Inappropriate Behaviour

Each child is assigned a "key worker" who is responsible for getting to know each child and their families. This is important for gathering information and knowledge about the whole child. The key workers carry out observations and play alongside the children getting to know their likes and dislikes. Through their role they are in a position to begin anticipating a child's reaction and behaviour knowing what is likely to upset a child's mood or behaviour.

Strategies for Supporting Children

It is recognised that all children's behaviour has some meaning to the child however at times this behaviour may be difficult or pose a danger to the child or other children.

For minor behaviour issues with an older child e.g. children fighting over a toy six steps to conflict resolution approach will be used:

1. **Approach calmly** - put yourself in the shoes of the child. All their feelings are relevant and real in the moment. Approach the situation calmly and get down to the child's eye level.
2. **Acknowledge feelings** - describe how the child/ children are feeling, children often don't have the language to explain how they feel leading to more frustration. Help the child by describing it for them "you both look very sad and upset"
3. **Gather information** - remain neutral by giving each child the opportunity to tell their side of the story. Children sometimes need lots of time to get the words out so take your time and remember the importance of the lessons learnt in these situations.
4. **Restate the problem** - after listening to the children simply describe what the problem is so both/ all can understand both sides of the story.
5. **Ask for ideas for solutions & choose one together for the older child** : or for younger children a solution is given - give the children an opportunity to come up with solutions and keep working on it until you all agree on something. This can take a bit of time but its giving the children lots of practice compromising with one another which are the vital skills they will need.
6. **Be prepared to give follow up support** - it is important the staff member follows through on the agreed solution. This helps place trust in the process and children will have confidence in the approach

For minor behaviour issues with the younger child e.g. children fighting over a toy our conflict resolution approach would be:

1. **Approach calmly** - put yourself in the shoes of the child. All their feelings are relevant and real in the moment. Approach the situation calmly and get down to the child's eye level.
2. **Use simple language**- when speaking to the children we use short, simple sentences when explaining behaviour to the younger child i.e. "Gentle hand" "John's turn first then Mary's turn"

3. **Use distraction-** i.e. if the children are fighting over a truck get another one for one of the children
4. **Always be aware of the age and stage of the child.**

Managing Moderate behaviour Issues

This type of behaviour can be recognised when the inappropriate behaviour is becoming a more of a regular occurrence.

- The staff team will discuss the reoccurring behaviour and put a plan in place
- Staff will observe the child to identify any triggers of the behaviour
- When the behaviour happens the steps above will be used with the child
- The matter will be discussed in detail with the child's family

Managing Challenging behaviour Issues

- If a child's behaviour is considered dangerous to themselves or others a staff member will carefully remove either the child or the other children from the room. This is in order to protect everyone present. The child will be given time to become calm and a staff member will help & guide them with their behaviour.
- The key worker will record the incident and discuss with the family.
- If a child's behaviour is ongoing or becomes severely challenging the service will implement the following strategies:
 - The staff team will carry out a meeting to discuss the behaviour and plan out going forward to help the child overcome the issues.
 - The child's key worker will carry out a number of observations to try establish a trigger of the behaviour.
 - All observations will be discussed with the family.
 - A plan will be drawn up in collaboration with the staff team and family of the child.
 - If necessary the family will be supported to contact any relevant external professionals.
 - If the behaviour is a child protection concern the Child Protection Policy will be implemented
 - All information gathered and discussed will be stored securely and all observations are highly confidential.
 - All meetings, plans and observations will be recorded and stored in the child's record in a locked press.
 - The staff will always work in the best interest of the child using their best judgement in situation which can be demanding and stressful on all involved

Practices Prohibited

- Corporal or physical punishment
- Any practices that are disrespectful, exploitive, intimidating, emotionally or physically harmful or neglectful

In the event that child abuse is suspected we refer to our "Child Protection Policy and guidelines".

This policy was adopted by Clondrohid Community Crèche Pre-School & after School on:

Date: Dec 2019

Signed by: _____ On behalf of Management