



## Rutland Early Years

### Regulating Children's Behaviour Policy

As a registered childminder it is my duty to keep children safe from harm when in my care. It is important to set boundaries from the onset and to behave as a role model for the children. All children and their adults are happily welcomed into my property where they will be treated with care, friendliness and courtesy. I aim to provide an environment where everything is safe and fun, children will be taught to share, take turns and socialise among fellow peers and incorporating British Values. By doing so children will be able to flourish and develop social skills that will help them be accepted in society.

There are house rules to set the boundaries and to ensure the smooth running of the day and the children will be encouraged to develop their social skills through many different activities. I aim to encourage the children to be friendly, to take care of one another, the resources and equipment and to be polite.

For children to have the greatest potential to self-regulate and display positive behaviour, I will provide:

- Developing meaningful relationships through building bonds and supporting children
- Empower children to make their own choices (most of the time)
- Trust the children and enable them to take ownership
- Model respect
- Meet individual children's needs
- Adequate exercise so children can release physical energy
- Adequate fresh air which is good for well-being
- Sufficient resources
- A calm atmosphere
- Space for children to explore and learn
- A quiet and cosy space for children to self-regulate
- Intrinsic motivation, where children are verbally rewarded for their efforts to develop a sense of satisfaction
- Teaching around feelings so children can name and talk about how they feel rather than act out
- Teach right from wrong, consequences of their actions, others' feelings and sympathy.
- Clear rules and boundaries and involve children in this process
- Know how to comfort and distract a child
- Provide consistency yet flexibility to individuals
- Pre-empt behaviour and remove triggers where possible





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Expectations of children's behaviour may differ between places and people e.g. home and childcare setting, indoors and outdoors, across cultures. It is important that when working with children, adults communicate with each other about expectations around behaviour. It is important for children that there is some consistency around expectations of behaviour.

- The Childminder and parents should talk together about expectations around behaviour.
- The Childminder should have a common understanding and agreement (policies and procedures) around managing children's behaviour.
- Adults are role models for children.
- Focusing on positive behaviour is usually much more effective than emphasising negative aspects.
- It is important to involve children in managing their own behaviour, talking to them about behaviour, rules and boundaries.
- Use praise frequently and praise children to their parents/carers.
- Being consistent with techniques and explanations of why some behaviours are unacceptable.
- Understanding the different age/stage of development expectations.

There are many reasons why children may exhibit negative behaviour:

- The child may be bored, frustrated, tired or poorly
- The child may have strong feelings that they do not understand and cannot express or control
- Children often need to test out boundaries of what is permissible.
- One child may lead another into negative behaviour
- A child who has become accustomed to behaving in a certain way may find it difficult to stop.
- A child may show distress or negative behaviour if their circumstances have been disrupted e.g. moving to a new house, new baby.
- Younger children may not understand the consequences of their actions and not see that they are doing anything wrong.
- Some children with special needs may be unable to reach goals of children of the same age / stage of development.
- Trauma may result in negative behaviour.
- Adults may have unrealistic expectations of children's behaviour.

Managing Unacceptable behaviour:

'Corporal punishment (smacking, slapping or shaking) is illegal and should not be used. It is permissible to take necessary physical action in an emergency to prevent personal injury either to the child, other children or an adult, or serious damage to property'. (Children Act, 1989)





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Should conflict arise, I will use positive strategies by helping children find solutions in ways that are appropriate for their age and stage of development - for example distraction and praise or catching them just as they seem to be getting upset and suggesting self-calming measures, such as taking deep breaths or walking away.

If this should not be effective, I will follow the following procedure:

- Stop the behaviour
- Comfort a child who has been hurt
- Help children see the consequence of their actions
- Try to establish what happened by listening to all parties involved
- Let children know what is unacceptable about the behaviour and how it has made others feel
- Help children make amends, e.g. comforting victim, fetching tissues, cold compress, repairing book or toy, clearing up a mess
- Demonstrate sorrow by apologising to the hurt child on behalf of the other child e.g. 'I'm sorry that xxx hurt you. I can see that it has made you sad. I'm sorry xxx made you sad'; demonstrate comfort to the child.
- Suggest an alternative way of settling the dispute (if mature enough, guide children in working this out for themselves)
- Tell children clearly what will happen if the behaviour continues, e.g. will not be able to play there any more
- If there is a serious behavioural issue, then the parent is spoken to in confidence and between us we will work out a positive strategy to help the child overcome his frustration/weakness.
- For persistent unwanted behaviours, further methods may be used, such as ABC charts.

Further information:

ABC Chart:

<https://www2.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/informationforchildcareproviders/goodpractice/sentoolkit/ABCchart.pdf>

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