Ready, Steady, Grow!!
Behaviour Management Policy

1. **Introduction:**

In working with children, supporting their development, the way in which we as adults relate to them is our most valuable tool. This policy outlines how we can best support children in the care of Ready, Steady, Grow!! particularly in the context of how best to manage a child's challenging behaviour while still recognising the individuality of each child.

2.Managing Behaviour:

*   When engaging in a behaviour management strategy, it is important to engage both the child and the parents. Discuss the behaviour with the parents and explore solutions where the behaviour is occurring both in the crèche and in the home - examine ways with the parents of addressing both situations otherwise the child may get confused and unsure of what is acceptable behaviour.

*   Gather information from the parents and reflect on observations of the child's interactions in the crèche - are there any triggers to the child's behaviour? Reflect on the child's development stages -is this a natural part of the developmental process?

*   Develop a plan, where appropriate explain the process to the child - the part of their behaviour that is difficult and in age appropriate language give the child positive choices.

*   Use a 'strengths based approach' when interacting with the child and their parents emphasise the positive about the child 'make this real'. Create opportunities for the child to develop their self confidence - when they make a positive praise them and help them understand what they are being praised for (Jack took your toy without asking - you asked him to give it back to you - you didn't bite or hit him. What a good choice.)

*   In managing very difficult behaviour such as consistent biting in a group - it is useful to explore several issues?

1. What am feeling now?

2. How is the child's environment impacting on them?
3. What is the child feeling, what do they need or want?
4. How can I best respond?

- Using the model of the four questions can support the staff in their reflection process on how best to manage the behaviour. (See Appendix 1 & 2) for models of behaviour management.

3.Responding to Incidents of Inappropriate Behaviour:

Where a child has experienced negative behaviour from another child

- Where a child is a victim of an inappropriate physical interaction (biting/ slapping/ fighting) or experiences bullying behaviour - the parents will be informed immediately. The name of the child carrying out the behaviour will not be disclosed but staff will outline the plan of action to the parents.

- Where the behaviour is consistent a meeting will be arranged with the parents to discuss an appropriate response that will help improve the situation but also takes account of the supports the child might require to help them take control of the situation.

- Staff will provide an update to parents following the implementation of a behaviour management process.

- Staff will support the child through the process - where appropriate working on assertiveness and supporting the child in their interactions with the child who was involved in the incident.

- Staff and management will also review the routine and curriculum in the child's room - exploring any additional supports necessary.

Where a child is carrying out physical or verbal negative behaviour to another child:

- Parents will be contacted to discuss the situation and explore whether there is any change or issues in the child's life that would explain a change in behaviour.

- Where the behaviour is consistent a meeting may be arranged between the manager, room leader and parents to develop a behaviour management plan.

- Staff and Parents will agree on a behaviour management plan that

supports the child in learning and developing new responses and behaviours.

4. What behaviours are not acceptable in Ready, Steady, Grow!!?

- Please note that Ready, Steady, Grow!! will not engage in any physical punishment of a child, any staff member who engaged in such activity would be involved in a disciplinary process.
- Verbal behaviour that involves voicing opinions in a negative manner against a person's colour, culture, religion, language or beliefs.
- Physical behaviour that results in another person feeling isolated, rejected or different.
- Sexual to physically or verbally harass someone
- Stereotyping to make assumptions about people based on their colour, culture, religion or background.
- Vandalism to deface or damage another person's possessions or belongings
- Promoting to impose individual views on others relating to negative racist issues.

Appendix One

Intervention

Approaches

Reference: TCI Manual (2001) Pages 25-28

Intervention Approaches:

There are many choices in responding to a situation - it is important to evaluate the situation and be flexible in our response - taking into account the specific needs of the child. The following outlines five intervention approaches to support staff in their interactions with children and managing the environment positively. Each intervention approach suits individual situations - it is vital for staff to reflect on the type of intervention approach

1.Structuring:

- Provide a safe and secure environment
- Be predictable and consistent
- Maintain routines based on the needs of the young people
- Depend on the structure of the curriculum
- Remind children of the expectations of the room

2. Listening:

- Identify Feelings
- Focus on internal conflicts
- Be non judgmental, accepting supportive
- Use active listening techniques

3. Directing:

- Redirect behaviours
- Use rewards and consequences
- Make directive statements
- Establish control and order

4. Relating:

- Role model effective behaviours
- Use a relationship based approach
- Engage a withdrawn and isolated child

5. Teaching:

- Process events throughout the day
- Make decisions together
- Encourage the child to take responsibility for actions and choices
- Create opportunities for learning.

Appendix Two

Behaviour

Management

Approaches

Reference: TCI Manual (2001) Pages 39-44

Behaviour Management:

The following are approaches that can be used when a child is displaying negative or inappropriate behaviour - the priority is keeping all children safe and encouraging and educating the child in responding positively.

1. Managing the environment: giving a child space, being aware at busy times the impact on the children and exploring ways to structure the environment to be warm and friendly.

2. Prompting: is signalling to a child to either begin a positive behaviour or stop a negative one. Prompting can include verbal prompt (can we begin clearing up, please dinner is coming in five minutes) or non verbal prompts such as facial cues or hand gestures (smiling at child when they are asked to share)

3. Caring Gesture: affection is vital to developing a child's self esteem -being supportive to a child's behaviour can help them make positive choices.

4. Hurdle help: providing the child with help and guidance in achieving a task or choosing a positive option can support the child role modelling positive behaviours.

5.Redirection: redirecting the child to the group or another activity may support the young person in making a positive choice rather than engaging in a negative activity.

6. Proximity: being near a child can help them feel calm - it is important to remember our own posture when using proximity standing over a small child can be intimidating. It is important to be at the child's level.

7. Planned ignoring and Positive Attention: Planned ignoring is a slow but effective way of eliminating harmless, attention seeking behaviour. When using planned ignoring stop speaking to the child, adopt a neutral facial expression, do not look directly at the child but continue to observe them and

do not touch the child. When the child stops the negative behaviour, recognise the positive choice and praise them.

8. Directive Statements: using direct instructions in a clear and positive manner (Can you talk quietly rather than saying stop shouting) emphases what the child should do rather than what they shouldn't do.

9.Time away: providing the child with quiet time away from the group - do not isolate the child, direct them to a quiet area and give them time and space to calm down this is more suitable to the toddler age group up.