

Melandrew Daycare Behaviour policy

Behaviour policy statement:

All children and adults are treated with equal concern and are made to feel welcome in my home. I aim to offer a quality childcare service for parents and children. I recognise the need to set out reasonable and appropriate limits to help manage the behaviour of children in my care.

By providing a happy, safe environment, the children in my care will be encouraged to develop social skills to help them be accepted and welcome in society as they grow up.

I do not, and will not, administer physical or any other form of punishment with the intention of causing pain or discomfort, nor any kind of humiliating or hurtful treatment to any child in my care.

I endorse positive discipline as a more effective way of setting boundaries for children.

Procedure (how I put the statement into practice)

I keep up to date with behaviour management issues and relevant legislation by taking regular training and by reading relevant publications, such as [insert appropriate publications you read here, for example, Who Minds? or Nursery World].

I agree methods to manage children's behaviour with parents before the placement starts. These are discussed with parents during initial visits before the contract is signed to ensure appropriate care can be provided.

Wherever possible I try to meet parents' requests for the care of their children according to their values and practices. Records of these requirements are agreed and kept attached to the child record forms. These records are revisited and updated during regular reviews with parents.

I expect parents to inform me of any changes in the child's home circumstances, care arrangements or any other change which may affect the child's behaviour such as a new baby, parents' separation, divorce, new partner or any bereavement. All information shared will be kept confidential unless there appears to be a child protection issue.

I offer regular review meetings with parents to discuss their child's care and any issues or concerns, preferably when the child is not present. If I do not share the same first language as the child's parent, I will find a way of communicating effectively with them. This may include seeking guidance from the local early years team.

I work together with parents to make sure there is consistency in the way the children are cared for. A consistent approach benefits the child's welfare and helps ensure that the child is not confused.

I will only physically intervene, and possibly restrain, a child to prevent an accident, such as a child running into the road, or to prevent an injury or damage.

All significant incidents are recorded in an incident book and will be shared and discussed with the parents of the child concerned so that together we can work to resolve any behavioural issues.

From time to time children will have difficulty learning to deal with their emotions and feelings and this is a normal part of child development. I will acknowledge these feelings and try to help children to find constructive solutions in liaison with their parents.

Distracting and re-directing children's activities are used as a way of discouraging unwanted behaviour.

I encourage responsibility by talking to children about choices and their possible consequences.

I aim to be firm and consistent so that children know and feel secure within the boundaries I set.

I will respond positively to children who constantly seek attention or are disruptive.

I will help children maintain their self-esteem by showing I disapprove of their bad behaviour not the child themselves.

If I have concerns about a child's behaviour which are not being resolved, I will ask for permission from the parents to talk it through with another childcare professional. I may contact the National Childminding Association, the NSPCC, Trio, health visitor or the local early years team for confidential advice.

Concerns that could identify a particular child are kept confidential and only shared with people who need to know this information.

Childminder's name	
Childminder's signature	
Date	
Parent(s)' name	
Parent(s)' signature	
Date	

Date policy was written	
This policy is due for review on the following date	

England

Meeting the Early Years Foundation Stage welfare requirements

Safeguarding and promoting children's welfare - Children's behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs.

Positive discipline means:

- Rewarding good behaviour. Because rewards are constructive, they encourage further effort. Punishment is destructive - it humiliates children and makes them feel powerless.
- Encouraging self-discipline and respect for others. Because children need to grow into people who behave well even when there's no one to tell them what to do.
- Setting realistic limits according to age and stage of development. Because as children grow and develop our expectations of them change.

- Setting a good example. Because young children take more notice than we might think of how we behave and what we say.
- Encouragement, not orders and instructions. Because "Do as you're told" teaches nothing for next time. Positive discipline involves explaining why.
- Being consistent - saying no and meaning no. Because children need to know where they stand and it helps if they know that we mean what we say.
- Praise, appreciation and attention. Because when children are used to getting attention with good behaviour, they won't seek it by misbehaving.
- Building children's self-esteem. Shaming, scolding, hurting and humiliating children can lead to even worse behaviour. Attention, approval and praise can build self-esteem and a child who feels valued is more likely to behave well.

I encourage appropriate behaviour by:

- Setting a good example, I aim to be a positive role model as children copy what they see. Children learn values and behaviour from adults.
- I readily praise, approve and reward wanted behaviour, such as sharing, to encourage it to be repeated. Using praise helps to show that I value the child and it helps to build their self-esteem.
- I praise children to their parents and other people when they have behaved as expected.
- I try to be consistent when saying "no" and explain reasons why it is not appropriate and considered unwanted behaviour.
- My expectations are flexible and realistic and are adjusted to the age, level of understanding, maturity and stage of development of the child.
- I try involving children in setting and agreeing house rules.

House rules

- We take off our outside shoes when we go in to the house to keep the house clean.
- We do not swear, call each other names, fight or deliberately hurt anyone else.
- We eat and drink at the table or in the high chair to help keep the house clean and to avoid accidents.
- We have a non smoking home.
- We are kind to each other.
- We take care of the toys, furniture and other equipment.

Children are guided away from doing things which:

- are dangerous or hurtful or offensive to someone else
- are dangerous to the child
- will make the child unwelcome or unacceptable to other people
- damage other people's property.

England

Meeting the Early Years Foundation Stage welfare requirements

Safeguarding and promoting children's welfare - Providers must have an effective behaviour management policy.

