

BEHAVIOUR

Behaviour Policy

As registered childminders we recognise the need to set out reasonable and appropriate limits to manage the behaviour of children in our care.

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

Procedure

Childminder training

We keep up to date with behaviour management issues and relevant legislation by taking regular training:

- **Lorna Ford: Pacey CPD Online Course: Expectations of Behaviour (26-8-17)**

We also read relevant publications, such as Early Years Educator, The Childcare Professional, and online journal articles.

How we, and any one we employ, put the statement into practice

All parents receive or have access to a copy of our Behaviour Policy.

We will not administer physical punishment, cause pain, discomfort, humiliate or hurt any child in our care.

We endorse positive discipline as an effective way of setting boundaries for children.

We 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.

Wherever possible we 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.

We expect parents to inform us 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

BEHAVIOUR

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.

We 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. We inform parents that we are available to talk to them at any time during drop and collection times. If preferred, a review meeting can be arranged with parents to discuss their child's care and any issues or concerns. This is also offered each time the child's learning journal is sent home.

We 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. Should this be necessary we will record any instances of physical intervention in writing in our incident book and inform parents on the same day, or as soon as reasonably practicable.

We record all significant behaviour incidents in an incident book. We will discuss these with the parents of the child concerned so that together we can work to resolve any behavioural issues and share strategies.

We acknowledge the strength and range of children's feelings and try to help children to find constructive solutions for managing these

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

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

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

We will help children maintain their self-esteem by showing we disapprove of challenging behaviour, not the child themselves.

If we have concerns about a child's behaviour which we cannot resolve in partnership with parents, we will ask for permission from the parents to talk it through with another childcare professional. We may contact PACEY, the NSPCC, health visitor or the local early years team (or other relevant advice service) for confidential advice.

BEHAVIOUR

Childminder's name	Lorna Ford
Childminder's signature	
Date	18-6-18
Childminder's name	David Ford
Childminder's signature	
Date	18-6-18

Date policy was written	June 2018
This policy is due for review on the following date	26-4-21

This policy supports the following requirements and standards:

England

Meeting the Early Years Foundation Stage Safeguarding and Welfare Requirements

Managing Behaviour

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