



Behaviour Management Policy

Whenever we say parents in this document we mean parents and carers and whenever we say child we mean children and young people aged 0 to 19 years old (up to 25 years old for young people with special needs).

Aim

Camp Glide believes in creating a positive environment where adults consistently manage and encourage positive behaviour that promotes children's welfare and development. Camp Glide staff will positively and consistently encourage children to respect themselves and others in a secure, challenging, stimulating and positive environment with clear boundaries and expectations. Camp Glide will allow children to flourish and enjoy developing, learning and making a positive contribution.

Positive interactions

Camp Glide encourages **positive behaviour** in all children, depending upon their ages and stages of development, for example:

- Using praise and positive reinforcement.
- Encouraging sharing and negotiation.
- Staff, volunteers and students being good role models and setting good examples.
- Consulting with children when you are creating rules/boundaries (age dependent).
- Helping children understand the consequences of their behaviour.
- Helping children challenge bullying, harassment and name-calling.
- Encouraging children to be responsible, for example, tidying up (depends on your setting type) and creating their own rules.
- Reassuring children that they are valued as individuals even if their behaviour may sometimes be unacceptable.

Camp Glide creates a **positive environment**

through:

- Positive interactions with Staff.
- The use of values: Caring, Honesty, Respect, Responsibility
- Setting great examples
- Becoming exceptional role models
- Encouraging Positive behaviours
- Dealing with negative behaviours in a positive fashion

Staff are expected to:

- read and understand your behaviour management policy
- be consistent in their use of techniques to encourage positive behaviour
- be consistent in their use of intervention techniques
- be good role models and set good examples for the children.

The behaviour management policy will be on a display board available to parents.

Staff, volunteers and students go through an induction process that covers behaviour management when they start working for you

When you are creating ground rules/boundaries for your staff and children Camp Glide consults children and staff.

We review our rules and expectations regularly (each holiday) and whenever the need arises in between.

Camp Glide will give penalties to children who consistently break rules, or break major rules. These are determined by the Early Years Manager and the Camp Director. These may include:

- Talking to the child to explain why his behaviour is damaging
- How the child can improve their behaviour
- Reminding the child of the values
- Talking to parents about behaviours
- Exclusion from activities, if appropriate
- Exclusion from Camp in major circumstances

Staff are aware of the intervention techniques they can use (See list on page below).

- ***‘We do not humiliate, segregate, withhold food or use a naughty chair in managing children’s behaviour, as this is detrimental to their self-esteem’.***
- ***‘We do not use physical punishments or the threat of them’.***
- ***‘Staff do not use any form of physical intervention unless it is necessary to prevent personal injury to the child, other children, an adult or serious damage to property’.***

Camp Glide records any incidents where physical intervention is used.

These include:

- ◆ the name of the child
- ◆ the name of the staff member(s) who used physical intervention
- ◆ previous intervention techniques used before the incident
- ◆ the date, time and place of the incident
- ◆ the circumstances of the incident and the factors leading up to the incident
- ◆ the nature of physical intervention used
- ◆ the names of any witnesses
- ◆ any injuries that may have occurred during the incident
- ◆ any further action taken and parents’ signatures.

Where physical intervention is used to manage a child’s behaviour you must:

- record this and tell the parents on the same day
- record this information on an incident form
- parents must be told the same day
- in more serious circumstances they must be contacted immediately
- in more minor circumstances parents can be told at the end of the day/collection
- forms must be signed on collection

The Early Years Manager in conjunction with the Camp Director Andy Setters is responsible for behaviour management in the setting.

All staff are trained to deal with minor incidents. Major incidents should be referred to the Early Years Manager or Camp Director.

Staff must report ANY incidences to the Early Years Manager or the Camp Director.

The Early Years Manager or Camp Director may consult parents on our policy which will be available for parents to view.

The Early Years Manager and Camp Director has appropriate training and

experience to develop a managing behaviour policy. Camp Glide recognises that training is available through Surrey Early Years and Childcare Service (go to www.surreycc.gov.uk/childcareworkshops to find out more).

Camp Glide will make sure that when the member of staff cannot go on training immediately, you set out an action plan detailing how this will be achieved.

'We do not tolerate any form of bullying by either a member of staff or child'.

See the Anti-Bullying Policy. Staff are subject to disciplinary procedures.

Due to the dangers associated with biting, Camp Glide has a No Biting Policy. Camp Glide may exclude children who bite from their service. Camp Glide aims to support families of children who bite by offering guidance, maybe referring to relevant agencies.

- Parents are included in making joint decisions about their child
- Staff are trained together so all have the same expectations on behaviours and how to deal with them. Staff are trained never to give an inappropriate punishment. Staff are trained to always follow through with their instructions, including penalties.
- The behaviour management policy and any incidences are shared with parents via the procedures folder. This information can be freely requested by parents.
- In exceptional circumstances, judged by the Camp Director or Early Years Manager, we may consult external agencies. (these may include OFSTED, the Police and Social Services)
- We value confidentiality when sharing information with parents. Information is only shared with those concerned. Camp Glide will take an 'on balance' approach and will never seek to harm a child when sharing information.

Intervention techniques:

Staff can consider using the following interventions when dealing with behaviour management:

✓ Structuring the environment

Whether you sit or stand and where you choose to speak to a child can communicate the nature of the discussion you are about to have and this may help the child to change their own behaviour.

- **Planned ignoring**

Minor, harmless and attention-seeking behaviours are likely to stop if you don't pay any attention to them. Remember, it is equally important to praise good behaviour.

- **Prompting**

By giving gentle reminders to a child of what they need to stop doing or prepare for can help the child adjust to a change. This can be verbal or sensory prompting. Be careful to avoid nagging.

- **Active listening**

Sometimes listening to what a child has to say and exploring and acknowledging their feelings through the use of reflective responses can help a child to feel that:

- someone else acknowledges the reality of their feelings
- they are not alone
- someone cares.

Sometimes this can be enough for a child to stay in control.

- **Interpretation and interference**

Put what has happened into words and ask the child if there was another way that they could have acted. For example, "It looked like you were really upset before you hit Gemma – was there another way you could have let her know how upset you were?"

- **Backing away**

This is not the same as backing down. You are not giving in, simply giving the child time to calm down before you discuss the situation with them. Staying and continuing to challenge a child who is already angry is likely to make the situation worse. Alternatively, allow the child to back away through offering them a verbal or physical way out.

- **Affection**

If a child's behaviour is motivated by fear, anxiety or uncertainty, a big injection of affection, verbal or physical, can help to stop inappropriate behaviour. Children do not always appreciate the care that is provided for them on a daily basis and need additional affection to understand how much the adults really care for them.

- **Hurdle help**

By providing assistance when a child is stuck, you can help them to overcome feelings of failure or inadequacy. Sometimes an adult quietly heading in the general direction of what is going on can be enough to encourage children to do something else.

- **Involvement and interest**

Adults becoming involved in a situation can diffuse things.

- **Redirecting or distraction**

Try to refocus the child away from what they are doing now and on to something else as a way of avoiding trouble.

- **Directive statement or direct appeal**

This is a clear instruction to a child to stop certain behaviours or start something else.

- **Time out**

Ask the child to move away to a quieter area to calm down. This should only be used if you use the time to talk to the child about their behaviour. It is not a helpful method to encourage positive behaviour and it should not be used for isolation purposes only.

Useful resources and websites:

- ACAS (Advisory, Conciliation and Arbitration Service) aims to improve organisations and working life through better employment relations.

www.acas.org.uk

08457 474747

- Kidscape, a charity devoted to keeping children safe from sexual abuse and bullying.

www.kidscape.org.uk

020 7730 3300

- Direct government website: www.direct.gov.uk

• Child line: www.childline.org.uk

• Bullying information: www.bullying.co.uk

• Managing Behaviour in the Early Years by Janet Kay

Dealing with Bullying in Schools. A Training manual for teachers, parents and other professionals by Mona O'Moore and Stephen James Minton.

Links to legislation:

- Children Act 1989 and 2004.
- Conventions on the Rights of the Child, UNICEF 1989.
- Data Protection Act 1998.
- Employment Equality (Religion of Belief) Regulations 2003.
- Employment Equality (Sexual Orientation) Regulations 2003.
- Freedom of Information Act 2000.
- Race Relations Act 1976.
- Race Relations Amendment Act 2000.
- Sex Discriminations Act 1975 and 1986.
- Sex Discrimination (Gender Reassignment) Regulations 1999.
- The Human Rights Act 2000.

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