



Sunshine Crèche & Montessori

Policy on Managing Behaviour

CODE OF BEHAVIOUR AND POLICY ON CHALLENGING BEHAVIOUR MANAGEMENT

INTRODUCTION

Sunshine Crèche & Montessori's aim is to support and guide all children to manage their own behaviour and learn to resolve conflicts that arise. The policy is designated to ensure the rights of children and the staff who support them, to live and develop in an environment that is positive, respectful, safe and inclusive.

Children attending the service are here for new learning experiences which may test their own coping strategies. All staff will support the children to regulate their behaviour and we'll have a number of strategies to deal with both positive and challenging behaviour. If staff notices one of strategy doesn't bring solution, then new approach will be taken.

In Sunshine Crèche & Montessori we believe that children react well to rules, routines and boundaries. In order for rules and routines to be effective we feel that continuity and consistency are of the upmost importance.

DEFINITION OF CHALLENGING BEHAVIOUR

Challenging behaviour is "behaviour, within the context of the school, which prevents participation in appropriate educational activities; often isolates children from their peers; affects the learning and functioning of their pupils; significantly reduces the opportunities for involvement; places the child or others in physical danger" (Harris, Cook and Upton 1996).

Children are encouraged and guided to develop respect for themselves, other children and all adults with whom they come in contact. The following behaviours will be considered as challenging:

- **Aggressive behaviour:** pinching, biting, punching, slapping, pushing, pulling, kicking, head butting, pulling hair, using objects against people and themselves.
- **Non- compliance:** lying down, non-co-operation, resistance to join activities; refusing to do things;

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- **Disruptive, nuisance or threatening behaviour:** shouting, screaming, swearing, repetitive vocalisation, verbal abuse, remarks/ discrimination, curses, gestures or threats to harm, teasing, obstructive, taking food drink from others, setting off fire alarm, invading personal space.
- **Absconding:** wandering out of the classroom without permission, running away or trying to run away.
- **Attention seeking:** constantly misbehaving in order to seek attention;
- **Inappropriate behaviour:** in relation to body parts; including inappropriate comments about themselves or the others;
- **Destruction of property:** damage property belonging to self, other children, adults or damage to Crèche, Preschool and Afterschool property.
- **Socially inappropriate behaviour:** spitting, interrupting others, provoking others, making inappropriate comments;
- **Temper tantrums:** outbursts of bad temper;
- **Self- aggressive behaviour:** head banging, scratching, biting, poking, vomiting in purpose to achieve a goal.
- **Passive challenging behaviour:** glaring, refusing to respond, averting gaze, withdrawal.

STRATEGIES FOR SUPPORTING POSITIVE BEHAVIOUR

The most effective methodology in attempting to manage challenging behaviour is to prevent it occurring in the first place. It is important to understand that challenging behaviour usually serves a purpose for the individual. Often it is means of communication and if we understand what the child is trying to communicate by engaging in the behaviour, we may be able to support the child to learn a safer and more effective way of communication. Acceptable behaviour is reinforced in a school and classroom climate which is supportive of positive behaviour. In Sunshine Crèche & Montessori we believe that crèche. Pre-school/ afterschool and home should work co-operatively together in order to enhance and successfully promote positive behaviour.

The following are some of the strategies that have been developed in Sunshine Crèche & Montessori to promote positive behaviour:

- To create age appropriate activities; design curriculum that is reflecting developmental needs of the children;

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- Allow each child to choose key worker. Key worker will responsible build up a relationship with child and family. This helps with getting to know what the child enjoys and what situations child finds difficult.
- Staff as a role model of positive behaviour in the way they play, speak and interact with the children.
- Role modelling includes: explaining feeling, using calm tone of voice, giving choice to children, using language to help children understand positive decisions, getting down to child's eye level.
- Comfort is given to any upset child.
- Ample of time to explore outdoors; give children opportunity to play, run and feel free;
- Clear and simple classroom rules and instruction;
- The use of songs and special activities for transitions;
- Visual schedules of the day;
- Reward system (e.g with potty training; to promote appropriate behaviour)
- Chores boards
- Regular communication with parents;
- Teaching of social skills;
- Use of social stories;
- Consistent approach to behaviour by staff members;
- Clear, consistent consequences for misbehaviour;
- Talk and discussion of behaviour with the child (If capable)
- Anti - stress toys;

STRATEGIES FOR SUPPORTING CHILDREN

This is recognized that all children's behaviour has some meaning to the child however at times this behaviour may be difficult or pose a danger to the child or the other children.

MINOR BEHAVIOUR ISSUES

In Sunshine Crèche & Montessori we believe that in some cases finding by child solution by itself and resolving problems is very important skill in life. Finding resolution and building up communication with the others is important social skill that needs to be promoted and developed. For that reason we put lot of our attention to observation of the children trying

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to solve minor problems by themselves. However If the problem is too big for the child, we need to react and offer our “help”.

Minor behaviour approach

e.g. children fighting over toys six steps of conflict resolution approach will be taken:

- Approach calmly and get down to the child’s eye level;
- Acknowledge feelings – staff will describe how the child/ children are feeling;
- Gather information – staff need to remain neutral by giving each child the opportunity to tell their side of the story. Children sometimes need lots of time to get words out.
- Restate the problem – after listening to the child simply describe what the problem is so both/ all can understand both sides of the story.
- Ask for ideas for solutions – give the children opportunity to come up with solutions and keep working on it until you all agree on something. This can be time consuming but its giving children lots of practice compromising with one another which are vital skills they will need.
- Be prepared to give follow up support – its important the staff member follows through on the agreed solution. This helps place in the process and children will have confidence in the approach.

Moderate behaviour approach:

This type of behaviour can be recognized when inappropriate the behaviour is becoming a more regular occurrence.

- The staff member will discuss the reoccurring behaviour and put a plan in place
- Staff will observe the child to identify any triggers of the behaviour
- When the behaviour happens the six step technique will be used for the child;
- The matter will be discussed in detail with the child’s family in order to understand child’s background, development etc.;
- Staff will discuss about case on a staff meeting in order to find appropriate behaviour plan; approach changes etc.;

Examples of strategies that service may implement for moderate behaviour:

- **Six step technique need to be implemented**
- Warnings;
- Withdrawing rewards;
- Avoiding situations that occur challenging behaviour;
- Distractions;
- Using open door policy system; changing child's environment and stimulation technique;
- Calming down techniques, relaxation;

Severe behaviour approach:

- If a child's behaviour is considered dangerous to themselves or others a staff member (will call for help of other staff member if necessary – important to keep other children in a group safe) and will remove a child on a side. This is in order to protect all using the service. The child will be given time to become calm and staff member will help to guide the child with its behaviour;
- Staff member will record the incident and discuss with the family;

Examples of strategies that service may implement for ongoing severe challenging behaviour:

- The staff members will carry out a meeting to discuss the behaviour and plan out going forward to help the child overcome the issues;
- The staff members will carry out a number of observations to try establish trigger of the behaviour;
- All observations will be discussed with the family;
- The plan will be drawn up in collaboration with the staff team and family of the child;
- If necessary the family will be supported to contact any relevant external professionals;
- If the behaviour is a child protection concern the Child Protection Policy will be implemented;

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- All information gathered and discussed will be stored securely and all conversations are highly confidential;
- All meetings, plans and observations will be recorded and stored in the child's record in a locked cabinet;
- The staff will always work in the best interest of the child using their best judgement in situation which can be demanding and stressful on all involved.

The practices not allowed in the service:

- Use of corporal punishment;
- Use of threat-of, any practices that are disrespectful, degrading, exploitative; intimidating, isolating, emotionally and/or physically harmful to the child or neglectful of the child;
- Bullying of any form;
- Restraint of children by unapproved methods.

Identifying, responding and managing bullying

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, Sunshine Crèche & Montessori has adopted the following anti-bullying policy within the framework of the afterschool's overall code of behaviour.

This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

This policy will apply to all pupils while under the care of the afterschool.

The policy regarding cyber bullying will apply to actions on the afterschool premises only.

Out of school cyber activity may have implications whilst pupils are at the afterschool and the service recognises the possibility that the policy may be applied to these situations but also recognises the limitations on what the service can or may do in relation to out of afterschool activity over which the afterschool has no control.

Sunshine Crèche & Montessori recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

- A positive afterschool culture and climate which:
 - a. is welcoming of difference and diversity and is based on inclusivity;
 - b. encourages pupils to disclose and discuss incidents of bullying behaviour in a non- threatening environment;
 - c. promotes respectful relationships across the afterschool community; this encompasses relationships amongst peers (e.g. pupil to pupil, staff member to staff members) and relationships between groups (e.g. staff and pupils, parents and teachers etc.).
- Effective leadership;
- A afterschool-wide approach
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that
 - a. build empathy, respect and resilience in pupils;
 - b. explicitly address the issues of cyber-bullying and identity based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils;
- Supports for staff;

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- Supports for pupils
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies);
- On-going evaluation of the effectiveness of the anti-bullying policy.
 - a. The existence of a shared view by the school community that bullying behaviour is not acceptable.
 - b. The ability of children to talk to adults about incidents of bullying behaviour
 - c. The ability of parents/guardians and teachers to support children who have been bullied or who have bullied others.

Definition of bullying: In accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools bullying is defined as follows:

Bullying is unwanted negative behaviour, verbal, psychological or physical, by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- Identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs. Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with,
- as appropriate, in accordance with the afterschool's code of behaviour. However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum, where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the afterschool's code of behaviour.

Who investigates incidents of Bullying/alleged bullying?

Class teachers will initially investigate incidents of bullying. Incidents which are of a serious nature, or which involve pupils from afterschool club may be referred to the Manager for investigation.

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The Manager and /or Manager Assistant may investigate any incident if she considers it necessary Education and Prevention Strategies. The education and prevention strategies (including strategies specifically aimed at cyber- bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the afterschool are as follows:

- Each teacher will create a safe and caring classroom environment where the rules, rights and responsibilities of all are equally respected.
- To promote the personal development and wellbeing of students and time will be allocated to focus on issues around bullying including conflict resolution, friendship, safety and relationships.
- Time will be devoted to discussion on bullying at each child's level, with particular emphasis being placed on re-affirming the children's sense of self-esteem.
- While the afterschool acknowledges its role in the prevention of bullying and the education of our students about all forms of bullying, we also stress the role of parents/guardians in the supervision and education of their own children including the specific responsibility of parents to supervise and monitor their children's use of social media and communication technology.
- Since the failure to report bullying can lead to a continuation or a deterioration of bullying, the service and parents encourage children to disclose and discuss incidents of bullying behaviour. This can be with the class teacher, the teacher on yard duty at the time, Manager, Manager Assistant or with parents.
- Children will be taught that there are no innocent bystanders where bullying is concerned. They will be taught that there is a big difference between telling tales and asking for help. They will be taught to act as proactive and positive bystanders, telling adults when they witness bullying or are the victims of bullying.

Procedures for investigation/ management of alleged bullying.

The school's procedures for investigation of bullying behaviour are as follows:

1. All reports including anonymous reports of bullying will be investigated and dealt with by the relevant teacher (class Teacher/Manager/Manager Assistant).
2. Incidents are usually best investigated outside the classroom situation to ensure privacy of all involved.
3. When investigating an alleged incident of bullying behaviour, the teacher will seek answers to who, where, when and why.
4. On being informed of an alleged incident of bullying, the relevant teacher dealing with it will first interview the alleged victim/s.

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5. An interview will then take place with the alleged perpetrator/s. If a group is involved, each member will be interviewed individually at first. Thereafter, all those involved will be met as a group. At the group meeting, each member will be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.
6. Each child will be supported through the possible pressures that they may face from the other children after interview by the teacher.
7. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s).
8. If it is established by the relevant teacher that bullying has occurred, the relevant teacher will keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
9. In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the afterschool policy). The school will give parents an opportunity to discuss ways in which they can reinforce or support the actions being taken by the afterschool.
10. The primary aim in investigating and dealing with bullying is to restore as far as is practicable, the relationships of the parties involved (rather than apportion blame). Resolutions and sanctions. Responsibility will be placed on all individuals involved to resolve the difficulty and to take appropriate steps to ensure that it does not happen again. It will be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, these sanctions are a private matter between the pupil being disciplined, his or her parents and the afterschool. The main purpose of these procedures is to resolve issues for the children concerned. If the perpetrator is contrite and genuinely wants to rectify the situation sanctions may not be needed. A graded approach is adopted where the measures employed match the gravity of the misbehaviour, the age of the children and the effect of the misbehaviour. The main sanctions to be implemented in instances of bullying will be drawn from the official Sunshine Crèche & Montessori Code of Behaviour, up to and including a maximum sanction of expulsion (in consultation with the Tusla) with the right of appeal.

Methods of Intervention

This afterschool will use a combination of the following methods of intervention in cases of bullying

- a. The Traditional Disciplinary Approach – this approach seeks to prevent bullying from continuing by imposing sanctions on the pupil/s who were engaged in bullying

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behaviour. Sanctions will be drawn from the official Sunshine Crèche & Montessori Code of Behaviour.

- b. Strengthening the victim - This approach to dealing with cases of bullying aims at assisting the pupil who is bullied to cope effectively in interactions with pupils engaged in bullying behaviour.
- c. The No Blame Approach - this is a non-punitive approach and the emphasis is on getting the pupil involved in bullying behaviour to appreciate the suffering they have inflicted on the pupil who is bullied and on providing a solution to the problem rather than providing retribution for wrong doing. Follow Up
 - The Class Teacher will monitor as necessary to seek to ensure that there is no repeat of bullying behaviour.
 - In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account;
 - Whether the bullying behaviour has ceased;
 - Whether any issues between the parties have been resolved as far as is practicable;
 - Whether the relationships between the parties have been restored as far as is practicable;
 - Any feedback received from the parties involved, their parents or the afterschool Manager/ Manager Assistant;
 - If the steps taken above fail to achieve an end to bullying behaviour, separate meetings between the relevant teacher dealing with the problem and the parent/s of perpetrator/s and victim/s will take place to inform them of what has transpired, update them on the steps taken by the afterschool, and to seek their support in arriving at a solution.
 - In cases where individual pupils are repeatedly involved in incidents of bullying or in cases where serious incidents occur the afterschool will give serious consideration to suspending or expelling pupils.
 - Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the afterschool's complaints procedures;

All Staff members are trained in Behaviour Management. All Staff Members must adhere to Sunshine Crèche & Montessori (Afterschool) Behaviour Management Policy.

Introduction of the Policies:

- Policy on Behaviour Management will be introduced to all Staff members on the Staff Meeting/ following training will be provided. Copy of the Policy will be kept in the Teacher's folder in the classroom.
- Policy on Behaviour Management will be send via e-mail to all Parents woes children avail afterschool service. It will be displayed on the main corridor for further review purpose.
- Policy of Behaviour Management will be clearly and child friendly explained to the pupils at the start of the school year.

Procedures If a child leaves the service unaccompanied, If and without authorization:

- **Please follow the procedures for missing child**
- Immediately make a search of the surrounding area.
- Keep the other children safe in the classroom. Follow the ratio,
- Alert the staff of the situation and ask for assistance in searching for the missing child.
- Request for CCTV access immediately;
- People involved in the search will be given a description of the child and what the child is wearing.
- If the search is unsuccessful, call the Garda, providing a description and keep searching the area;
- Advise the relevant parents and/or carers know of the situation as soon as is reasonably practical to do so.

The staff member can physically intervene to prevent injury of the child or others and to prevent significant damage to equipment or property. This intervention:

- Can be used only as a last resort;
- No pain is inflicted upon children;
- Incident record must be completed;
- Parents/ guardians to be advised;
- Is an approved evidence based method;
- All staff have been trained and certified in the method.