



Relationship Support Policy

Everyone at Little Cygnets Childcare has positive contributions to make. Good behaviour has to be worked at: it does not simply happen. All concerned must have high expectations, set good standards and apply rules firmly, fairly and consistently. Good behaviour is essential to the smooth running of our setting and to the development of good work habits; it helps to set high expectations and high standards of work. All behaviour is a form of communication and we must be willing to listen and explore children's feelings and reasons why.

AIMS

Through this policy on discipline, behaviour, and bullying, we aim to:

- Ensure that a common approach to the maintenance of good discipline and behaviour is understood and practiced by the whole setting.
- Provide a pleasant, safe, welcoming environment in which all members of Little Cygnets may work and play.
- Provide a framework within which children's moral, spiritual, and social development may be enhanced by experience and example.
- Provide agreed codes of behaviour that are straightforward and easy to follow.
- Outline clearly and concisely standards of behaviour which all the staff agree to be acceptable.
- Provide an environment that is free from bullying of any form.

ORGANISATION AND MANAGEMENT: AGREED CODES OF BEHAVIOUR/ CODE OF PRACTICE

- Children should at all times be considerate towards other children.
- Everyone is of equal importance and all should be encouraged to take pride in their work.
- Children should be encouraged to listen to others and to take turns speaking.
- Children should learn to share and take turns in all activities.

IN OUR OUTDOOR AREA

In our garden we expect that the children do the following:

- Always think of others.
- Apart from balls, no other items may be thrown unless a member of staff has given permission.
- No fighting.

To create a positive atmosphere, we need to establish a healthy balance between rewards. We adopt a strategy of verbal praise and encouragement.

Because of our dedication to the children in our care and our pledge to understand each child and their behaviour and development patterns, we believe that carefully chosen words, dependent upon circumstances, will lead to a mutual understanding between child and carer. Provided this is continued at home, the child will undoubtedly develop in a way that is socially acceptable not only in our setting but also at home and in the outside world. To achieve good standards, staff should support the children as and when issues occur. All behaviour is a form of communication and must not be ignored.

Plenty of verbal praise should be given by staff to children when they, either spontaneously or on request, perform an act or words which are considered helpful, considerate, courteous, or independent; have produced good work, or have done something without being asked that has been encouraged in the past.

Bullying of any form will not be accepted. Children should be able to come to the nursery without fear of being hurt or bullied. Any form of bullying will be dealt with appropriately and immediately, and it will be explained to the child that their behaviour is very unkind and hurtful towards others. The staff will observe behaviour and, if it becomes frequent, will attempt to find out the cause. Observations and records will then be kept to analyse for any triggers or patterns.

Any behaviour that continues to be a concern (e.g. biting, scratching, kicking, etc.) must be discussed with the Manager/Deputy, or SENDCO, for advice. The Keyperson will then hold discussions with the parent to support the child.

Different strategies will be discussed and agreed upon with both staff and parents, which will be carried out at home and in our setting to provide continuity.

As professional childcare providers, we offer a quality childcare service for children and their parents/guardians. We believe that working in partnership with the parents/guardians is a high priority to ensure consistency is maintained for the child(ren).

We endorse positive behaviour as a more effective method of setting limits for the children in our care. Some of these methods include:

- Creating a happy, positive climate in which the children feel safe and secure.
- Promoting good behaviour through a system of praise and reward.
- Encouraging self-discipline and respect for others.
- Setting good examples.
- Setting realistic limits according to the age and stage of development.
- Continuous use of encouragement.
- Being consistent (i.e. if saying no, meaning no).
- Building self-esteem through praise, appreciation, and attention.

GUIDELINES FOR HANDLING INAPPROPRIATE BEHAVIOUR

When young children's behaviour is inappropriate or compromises their safety or the safety of others, adults need to follow the steps below:

1. Approach calmly and quickly, stopping any dangerous or hurtful behaviour. The adult should say 'stop' in a clear voice and use the Makaton sign to support communication.
2. Find out the problem that the baby/toddlers are having and acknowledge the feelings of all the children involved. For example, 'you both want to play with the train', or 'careful you could fall'.
3. Find a solution and support children to move on in their play. Give a simple and clear request e.g. 'climb down' or 'look, here's another train for Joe' or 'let's give Jack a hug and make friends'.
4. Encourage the child to choose to do what is asked, giving them enough time to respond. If necessary, intervene by gently guiding the child to a safe place to calm down with an adult.
5. Once the child has calmed down, explain to them why we do not carry out the unwanted behaviour (e.g., climbing or hitting). The child may also need comforting depending on the situation and their age and stage of development.

These behaviour guidelines are based on positive strategies for handling behaviour and helping children find solutions in ways that are appropriate to their ages and stages of development.

SIX-STEP APPROACH FOR CHILDREN AGED 3+

For children over 3 years, conflicts should be resolved using the following approach:

1. Approach calmly and quickly, stopping any hurtful behaviour.
2. Acknowledge the feelings of all children involved.
3. Gather information about what has happened.
4. Restate the problem the children are having, explaining to them 'why we do not do that'.
5. Ask the children for ideas for solutions and choose one together.
6. Be prepared to give follow-up support.

Using this approach, conflicts can be resolved in a way that promotes learning and development.

Signed (Jessica Burns): Jessica Burns

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