

# The Children's Lodge

## Policy on Behaviour Management – including Managing Challenging Behaviour

*The Children's Lodge aim is to support and guide all children to manage their own behaviour and learn to resolve conflicts that arise. 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 will have a number of strategies to deal with both positive and challenging behaviour.*

**Principle:** This policy is underpinned by the Child Care (Pre-School Services) Regulations 2006

### **Supporting Positive Behaviour**

- The learning curriculum is designed with the age and developmental stage of the child in mind.
- Children will be assigned a key worker who will be responsible for building up a special relationship with them and their family. This helps with getting to know what the child enjoys and some of the situations they find difficult.
- Staff will be the role model of positive behaviour and how they play, speak and interact with the children is a key part of their role.
- Role modelling includes: Explaining feelings, using a calm tone of voice, giving choice to the children, using language to help children understand positive decisions, getting down to the child's eye level
- Any rules will be kept clear, simple and age appropriate
- Staff will always comfort an upset child
- Play activities will be used to play out challenging situation so children get the opportunity to practice positive behaviour strategies.
- Books and storytelling is used to talk about feelings and what we can all do when we are angry, upset or frustrated.
- A range of activities will be available to the group of children which offer a lot of choice to all in order to keep the children active in play.
- Children will have ample time to explore outdoors giving them lots of opportunity to run and feel free.
- Children will not have to sit for long periods of time allowing them have a choice and to move from an activity which does not interest them.
- The children will come up with a list of rules they think are important helping them take ownership of their behaviour.
- The play environments will be laid out into specific play spaces which supports children's natural curiosity encouraging them to become engrossed in their play and develop their own interests.

### **Anticipating Inappropriate Behaviour**

Children are assigned “key workers” who is responsible for getting to know each child and their families. This is important for gathering information and knowledge about the whole child. The key workers carry out observations and play alongside the children getting to know their likes and dislikes. Through their role they are in a position to begin anticipating a child’s reaction and behaviour knowing what is likely to upset a child’s mood or behaviour.

### **Strategies for Supporting Children**

- It is recognised 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 other children.
- For minor behaviour issues e.g. children fighting over a toy a six steps to conflict resolution approach will be used:
  - **Approach calmly** – put yourself in the shoes of the child. All their feelings are relevant and real in the moment. Approach the situation calmly and get down to the child’s eye level.
  - **Acknowledge feelings** – describe how the child/ children are feeling, children often don’t have the language to explain how they feel leading to more frustration. Help the child by describing it for them “you both look very sad and upset”
  - **Gather information** – remain neutral by giving each child the opportunity to tell their said of the story. Children sometimes need lots of time to get the words out so take your time and remember the importance of the lessons learnt in these situations.
  - **Restate the problem** – after listening to the children simply describe what the problem is so both/ all can understand both sides of the story.
  - **Ask for ideas for solutions & choose one together** (or for younger children give a solution) - give the children an opportunity to come up with solutions and keep working on it until you all agree on something. This can take a bit of time but its giving the children lots of practice compromising with one another which are vital skills they will need.
  - **Be prepared to give follow up support** – it is important the staff member follows through on the agreed solution. This helps place trust in the process and children will have confidence in the approach.

### **Managing Moderate behaviour Issues**

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

- The staff team will discuss the reoccurring behaviour and put a plan in place
- Staff will observe the child to identify any triggers of the behavior
- When the behaviour happens the steps above will be used with the child
- The matter will be discussed in detail with the child’s family

### **Managing Challenging behaviour Issues**

- If a child’s behaviour is considered dangerous to themselves or others a staff member will carefully remove either the child or the other children from the room. This is in order to protect all using the service. The child will be given time to become calm and a staff member will help guide them with their behaviour.
- The key worker will record the incident and discuss with the family.
- If a child’s behaviour is ongoing or becomes severely challenging the service will implement the following strategies:
  - The staff team will carry out a meeting to discuss the behaviour and plan out going forward to help the child overcome the issues.
  - The child’s key worker will carry out a number of observations to try establish a trigger of the behaviour.

- All observations will be discussed with the family.
- A 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.
- 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.
- Practices Prohibited - Corporal or physical punishment
- Any practices that are disrespectful, explosive, intimidating, emotionally or physically harmful or neglectful
- The use of bold chairs or time outs

**This policy was adopted by The Children's Lodge on Date:** 2nd September, 2019

**Signed by:** Sinead Brady **Owner/Supervisor.**

**This policy will be reviewed on annually in collaboration with staff and parents/guardians**

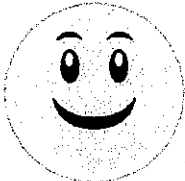
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# The Children's Lodge

## "Our School Rules"

*(By the children sept.2019)*

1. It is nice to be kind to our friends at all times and share.
2. We will try to tidy up after table-top activities.
3. It is nice to help our friends tidy up after playing
4. It is a good idea to use our big voices when we need something.
5. We must be carefully not run fast inside the classroom.
6. It is nice to share with our friends and take turns.
7. It can be fun to engage in circle-time.
8. If our friends are sad we will be kind to them.
9. Always ask a friend to join in and play.
10. It is a good idea not to run fast when we go outside to play.
11. It is nice to play with our friends outside in the garden.
12. It is not a good idea to hit, push or kick our friends.
13. We must not throw sand or sticks at our friends.
14. We must keep our hands and feet to ourselves.
15. Sharing it caring and playing together is fun.
16. We must flush the toilet and wash our hands.
17. We must use a tissue to clean our noses. (Not our hands!!!)
18. If we feel sad, lonely or upset tell the teachers.
19. Have fun and enjoy being surrounded by our friends.



**But the most important rule is to have fun in school and be safe!!!!**

# The Children's Lodge

## How to deal with Bullying?

Bullying in primary school is a painful and sensitive issue that affects thousands of children and families. There is an air of secrecy about bullying that often means that the victim is reluctant to tell others and so the bullying continues unchecked. For the child being bullied, there is a sense of fear, frustration, social exclusion or isolation, humiliation – all of which contribute to a loss of self confidence and self esteem and many other problems. These problems can range from stress, poor school work, physical illness, moodiness, depression and more.

There are many types of bullying that your child may experience:

**Verbal Bullying:** where the bully verbally abuses the victim by directing negative comments about their physical appearance, their family, race, religion, abilities and more. Sometimes verbal bullying can manifest itself as the bully spreading vicious rumours about the victim or encouraging other children to join in.

**Physical Bullying:** A bully can often physically hurt their victims. It may be disguised as horse play it results in injury to the victim or damage to their belongings.

**Gesture Bullying:** A child can be a victim of bullying that takes the form of gestures or body language. Threatening gestures such as shaking a fist are a form of bullying. Similarly, mimicking the victims, walk, speech, appearance etc.

**Bullying by exclusion:** This is very hurtful and a socially damaging form of bullying. A bully may organise activities and social groups and exclude the victim. This may often not be recognised as bullying but it clearly caused the victim to feel isolated from their peer group and is very damaging to their self confidence.

**Cyber Bullying:** In this modern age of texting, emails, facebook, children's computer games (e.g. Moshi Monsters) etc., bullying can also be carried out without the bully or victim being in close proximity. Bullying in this manner is

Reviewed S Beady  
2nd Sept.  
2019

very intrusive as it can occur even when the victim is in the safety of his/her own home.

**Other:** Some bullying takes the form of extorting money/games/books/toys from the victim. The bully may force the victim to give up their belongings, their homework, books, stationery etc. The victim feels threatened by the bully and the possible consequences of not 'giving in' to the bully and then feels angry and frustrated with themselves when they do 'give in' to the bully.

**So who is the typically bully?** Contrary to popular belief the bully is not necessarily the biggest or strongest child in the class/school. They bully many often seem to be very demure and gentle and it can come as a shock to the teachers and/or parents to find that this child is bullying someone. Often children that engage in bullying are seeking attention due to a lack of love, support and/or attention from their parents. Perhaps their own parents or siblings bully them-they bully then believes that bullying is an effective and acceptable way to get people to do what you want. Bullying can result from the bully being jealous or resentful of the victim-perhaps they have attentive parents and the bully does not, perhaps the victim is a high achiever at school and the bully feels inadequate in their own school work, the reasons can be many. The fact of the matter is, however, that the bully must be stopped and if necessary, supported in identifying why they are engaging in being a bully.

**So who is they typically victim of bullying?** Again, we perhaps envisage the fat child, the child who wears big glasses, the 'geek' and so on but that is incorrect. The truth is that there is no typical victim. A bully has no justification in his/her actions and so nothing sets the bullied child apart as being typical or deserving of the bullying. Bullying is completely unjust and the victim, while the often blame themselves, is no way to blame for the bully's behaviours.

**What can schools do?** Most schools have an anti-bullying policy. The anti-bullying policy should outline clearly the procedures that are in place for effectively dealing with complaints of bullying. This will also outline how and when the teacher or school will intervene and how they will deal with bullying should it be brought to their attention. Many schools operate a system where they encourage other children to report bullying anonymously whether they themselves are the victim or they feel that someone else is. If you suspect that your child is being bullied at school, consult the school and follow their procedure for reporting and dealing with bullying. Although tempting it is not

advisable to approach the bully directly – this should only be done through the school itself. Schools too can play their part in reducing the opportunity for bullying. Research has found that the most bullying takes place when there is insufficient adult supervision of children. In primary schools, research by Trinity College showed that over 70 per cent of children who reported bullying said it took place in the playground. Schools can help by keeping a vigilant watch on playground activity.

**What can parents do?** As parents, we can do a lot for our children. Children with good self esteem and good confidence are better able to deal with bullies. As parents, we can help our children to be confident by encouraging and praising our children as often as possible. We can also build a very strong connection with our children by spending time with them, taking an interest in their activities, being affectionate and caring and most importantly, chatting and listening to our children. If we have a strong connection with our children, then they are more likely to feel that they can talk to us should they find themselves in a difficult situation such as being bullied. The skills that they have learnt from us in problem solving and identifying options available to them will help them to deal with a bully.

**So how do you recognise if your child may be being bullied? What signs should you watch out for?**

*The following are some indicators that you can look out for:*

- Unexplained bruising, scratches or physical injuries.
- Becoming moody or withdrawn.
- Loss or damage to clothing, books, stationary and other belongings.
- Being anxious or appearing stressed, especially around school.
- An increase in illness (e.g tummy pains) or refusing to go to school.
- Bedwetting, nightmares or unable to sleep or loss of appetite.
- A decrease in performance at school.
- Loss of confidence or self esteem.

- Becoming aggressive or displaying aggressive behaviour in imaginative role play (e.g with dolls/action figures etc.)
- Drawing pictures that show hurt or anger.

**If you do discover that your child is being bullies, these are the recommended steps to take:**

**Remain Calm:** If you get upset your child may become distressed and not wish to tell you any more for fear of upsetting you any further.

**Listen to your child:** Not just what he/she says but body language, tone and expression.

**Don't rush in with solutions:** Work with your child to discuss the possible solutions and what you both feel would work best.

**Talk about bullying:** Explain that bullying is wrong and it should not continue and reassure them that the bullying is not their fault. Keep chatting to and listening to your child.

**Seek professional help:** Only if the bullying is of very serious nature.

**Spend Time together:** Give your child plenty of chances to chat.

*The key message is to build a strong connection with your child. Use every opportunity to tune into their world, chat about school, have fun together, give them encouragement and praise and show them affection and love. These parenting skills will increase their confidence and enable them to openly discuss problems.*



## Help! My child is the bully!

Every parent's worst nightmare! My lovely little child is a bully – where have I gone wrong? If we discover that our child is in fact the bully it can be quite a shock and very upsetting. We have to deal with this but what should we do?

- **Don't ignore the situation** You have to deal with it and help your child to understand that this behaviour is not acceptable and help them to change.
- **Don't panic or get upset** This may make your child 'close down' because they feel they have made you angry, upset, disappointed or dislike them.
- **Don't use words like being a bully** This will label your child and may make them feel ashamed. This may cause them to withdraw or tell lies about what happened so that they don't have to feel ashamed. Your role is to support them in talking about what happened and to help solve the problem.
- **Talk about details of the bullying** For example, "When you called her names, what did you mean to do?" Your child may say that they were only playing or having fun – this may be an excuse or your child may not have intended to hurt the other child. Either way, you have to explain to your child that this behaviour is hurtful to the other child and that it has to stop.
- **Encourage your child to be empathic** When chatting about the behaviour, ask them to imagine how the victim may have felt. For example, "How do you think you would feel if someone hit you like that?"
- **Think about your own home** Is there bullying going on there? Is your child copying behaviour that they see in their own lives?
- **Try to find out if there are other children involved** If your child is part of a group where they are expected to bully, then this has to be addressed by the school.
- **Give your child plenty of praise and encouragement** Spend plenty of time with them, chat to them and use every opportunity to connect. This will help your child to be open with you and give you plenty of opportunity to check how they are getting on with stopping the bullying. Praise all efforts to stop.