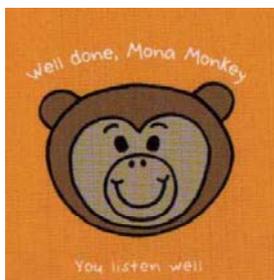
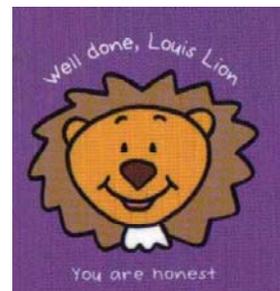
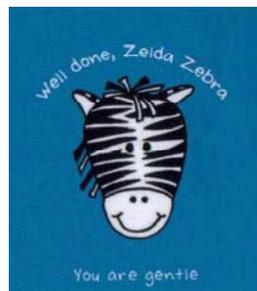
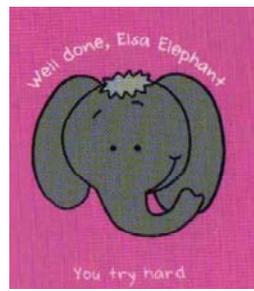
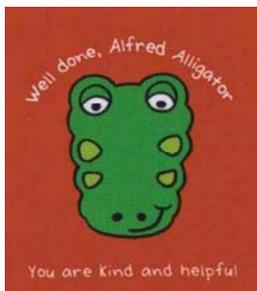


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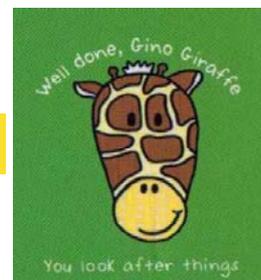
Child Care Services Positive Play Behaviour Booklet 2016



JENNY MOSLEY'S GOLDEN RULES SERIES

Positive Press

NDNA



Children Learn what they live

If children live with criticism, they learn to condemn

If children live with hostility, they learn to fight.

If children live with fear, they learn to be apprehensive.

If children live with pity, they learn to feel sorry for themselves.

If children live with ridicule, they learn to feel shy.

If children live with jealousy, they learn to feel envy.

If children live with shame, they learn to feel guilty.

If children live with encouragement, they learn confidence.

If children live with tolerance, they learn patience.

If children live with praise, they learn appreciation.

If children live with acceptance, they learn to love.

If children live with approval, they learn to like themselves.

If children live with recognition, they learn it is good to have a goal.

If children live with sharing, they learn generosity.

If children live with honesty, they learn truthfulness.

If children live with fairness, they learn justice.

If children live with kindness and consideration, they learn respect.

If children live with security, they learn to have faith in themselves and in those about them.

If children live with friendliness, they learn the world is a nice place in which to live.

Dorothy Nolte Law and Rachel Harris 1998

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De Cymru

Our aims are to demonstrate encouragement, resilience and well being, be tolerant, give praise, recognition, be acceptant, sharing, honest, fair, kind, considerate and share fun and friendly times with your children

Child Care Services Behaviour Policy 2016

Physical punishment of any sort is absolutely forbidden, as is depriving a child of, or forcing a child to consume, food or drink and humiliating or frightening a child. The use of violence or abuse of a child by a staff member will result in disciplinary procedures. *Children Act 1989*.

The Child Care Services staff are committed to a holistic approach towards behaviour management. Through adherence to the policies and procedures, team work, self evaluation, research and training, the Playcentre staff have developed consistent, positive strategies through an agreed framework of basic rules for discipline and acceptable behaviour within the individual rooms at the Playcentre. The overall aim is to establish a consistent and positive approach permeating all activities for all age groups based on mutual respect and consideration for each other, staff, parents and children alike. The "Positive Play" strategies developed at the Playcentre are based on the Jenny Mosely "Golden Rules" characters and are accompanied by the Golden Rules which everyone uses with the children on a day to day basis to reinforce desirable behaviour and ensure consistency for all children in the individual rooms.

The Playcentre staff also encourage young children to use "kind hands" by reinforcing positive body language and a calm, gentle and kind voice thereby encouraging the children to become empowered and empathise with their peers.

As the child grows and develops and moves from room to room the expectations and the positive play strategies will become more in-depth and developmentally appropriate, ensuring social expectations are instilled in each child.

Within the Little Explorers room and Pre-school room the staff reinforce kindness through verbal praise, sticker charts and Jenny Mosley's "Golden rules" characters and through circle time with friendly turn taking activities and social interaction discussions. To ensure success of these behaviour strategies the positive play strategies should be understood and accepted by children, parents/guardians and staff.

We have developed this Positive Play booklet to aid all concerned to ensure a consistent approach when dealing with the children at home and at Playcentre.

Staff will use positive techniques when dealing with children; Reinforcing acceptable behaviour by offering praise and dealing with undesired behaviour in a way that does not humiliate, embarrass or hurt the child in any way or form. The methods will be appropriate to the developmental stage of each individual child.

When dealing with undesirable behaviour, staff will ensure that the child is made to understand what we feel is "undesirable" about the action, not the child itself. It is of the utmost importance that all staff ensure a child's self confidence and self esteem are positively developed during their time at the Playcentre.

Discipline is a shared process and the staff will always inform the parents if their child has been disciplined during the day to ensure parents can reinforce positive behaviour at home. Consistency towards the children is essential, with all children being treated equally.

If a child does not respond to our usual approaches and it becomes necessary to voice concern with regards to a child's emotional or behaviour needs, the child's keyworker will speak to the parent.

The keyworker will also liaise with the Manager and complete observations to assess what the issues are and to plan the necessary approaches.

The parent will be involved daily to ensure an individual emotional or behavioral programme is developed to use at the Playcentre and within the home environment in order to promote desirable behaviour.

If the child's undesirable behaviour is persistent and does not improve after an agreed date, the Manager will arrange a formal meeting with the parent/guardians and the child's keyworker.

Discussions will involve the concerns and the way forward, with appropriate timescales.

If the concern becomes a special educational need rather than a developmental issue, effective assessments and provision will be secured where there is the greatest possible degree of partnership between parents, their children, the nursery, Local Educational Authorities and Health Visitors and other agencies using the Early Years Action or Early Years Action Plus-please see the Specific Needs Policy.

Protocol to deal with undesirable behaviour

- ❖ Discipline is a shared process and the staff will always inform the parents if their child has been disciplined during the day to ensure parents can reinforce positive behaviour at home. Consistency towards the children is essential, with all children being treated equally and with all staff ensuring that the child's well being is at the centre of all decisions.
- ❖ If a child does not respond to our usual approaches and it becomes necessary to voice a concern with regard to a child's emotional or behaviour needs, the child's keyworker will speak to the parent.
- ❖ The keyworker will also liaise with the Manager and complete observations to assess what the issues are and to plan the necessary approaches.
- ❖ The parent will be involved daily to ensure an individual emotional or behavioral programme is developed to use at the Playcentre and within the home environment in order to promote desirable behaviour.
- ❖ If the child's undesirable behaviour is persistent and does not improve after an agreed date, the Manager will arrange a formal meeting with the parent/guardians and the child's keyworker. Discussions will involve the concerns and the way forward, with appropriate timescales.
- ❖ If the concern becomes a special educational need rather than a developmental issue, effective assessments and provision will be secured where there is the greatest possible degree of partnership between parents, their children, the nursery, Local Educational Authorities and Health Visitors and other agencies using the Early Years Action or Early Years Action Plus-please see the Specific Needs Policy.

Bullying Policy

Within the Playcare scheme, the children discuss issues such as bullying and other behaviour during icebreaker time in the morning. The children decide on rules they would like to see in place during their time in the Play care scheme, and they decide on what they think is appropriate action to take. We believe that this empowers and gives the children ownership of the Play care scheme; the children are then likely to keep to their own rules rather than those imposed on them. We respect each other's opinions and sit down and consult with each other to agree to a list of rules that we all feel comfortable about. These rules include discouraging discrimination such as racism, sexism and people with specific needs. Boys and girls are encouraged to take part in all our activities, but will not be forced to do anything they feel uncomfortable doing.

Our promise to all our parents and children is that we will:

Take bullying seriously

- Investigate the incident fully.
- Interview the bullies and victims separately.
- Interview witnesses if any.
- Make sure there is always a member of staff to provide support.
- Decide on appropriate action
- Inform parents/carers of any incidents.

It will be instilled into all staff that they should always believe, encourage and praise children who approach them.

Information will be passed from one member of staff to another so that all staff will be aware of problems that have taken place.

Every child has the right to feel safe and secure in our Play care scheme. We are committed to providing your child/ren with this right, and hope that this policy along with committed staff will combat any problems.

The Child Care Service Specific Educational Needs Policy 2016

The University of South Wales Playcentre, in compliance with the Special Educational Needs Code of Practice for Wales, assesses children with Specific Needs and understands the importance to provide the greatest possible access to a broad and balanced education including the Early Years Curriculum.

Our principles are:

- The needs of all children who may have Specific Needs either throughout, or part of, their time in our facility must be addressed confidentially and staff will work in partnership with the family to ensure the child's individual needs are met.
- Children with Specific Needs require the greatest possible access to a broad and balanced education and have access, where possible, to the full range of curriculum activities available in the centre.
- Children with Specific Needs including children with statements of Specific Educational Need, should, where appropriate and taking into account the wishes of the parents and the child, be educated alongside their peers.

How we assess Individual Children's Needs

If a child is not following the appropriate stage of learning relevant to their age, their individual needs are assessed. Further parental involvement is crucial when establishing that a child has Special Educational Needs (SEN).

Our Record Keeping System (Examples)

If a member of staff finds that a particular child has a specific issue (speech etc) this will be discussed with the Child Care Services Manager. A meeting with the parents/carers will be arranged and the child will be observed using the appropriate forms and the specific development will be discussed. Individual Education Plans (IEPs) will be drawn up between the Child Care Services Manager, the child's key-worker, other agency professionals, if necessary, and the parent/carer in setting short-term and long-term goals. The child's progress will be regularly reviewed. Parents will be encouraged to meet to discuss with the staff, the child's progress and daily programme of activities. Staff will help and advise parents whose children may have difficulties in learning and barriers to learning. The knowledge, views and experience of parents are vital. Effective assessments and provision will be secured where there is the greatest possible degree of partnership between parents, their children, the nursery, Local Educational Authorities and Health Visitors and other agencies.

We Aim to:

Provide a named Specific Educational Need Co-ordinator:-Karen Parker.

Deputy Senco's are :Amy Evans (for 2-5 years age group)

Clare Acock (for 3months - 2 years age group).

The SENCO will coordinate the writing of IEPs with the child's keyworker and ensure they are reviewed on a regular basis and organise training for appropriate staff in any additional area to support the specific need of a child.

The SENCO will also compile information files to aid staff in specific areas of concern.

- Identify and assess a child who has a Specific or Educational Need as early as possible and as quickly as is consistent with thoroughness.
- Train staff in early development concerns.
- Where developmental delay is identified, parents will be made aware of the concerns and the child will be observed over a reasonable length of time using the graduated response, which is:-

Identification - A child's Specific Educational Need is identified based on their developmental delay.

Early years Action - Manager/Keyworker informs the parent that their child is considered as having a Specific Educational Need. Specific Educational Need coordinators and keyworker gather information about the child through observation sheets, ensuring the parent is included. If need be, an Individual Educational Plan is devised and the Specific Educational Need coordinators organise additional provision.

We will ensure

that where an Individual Educational Plan is developed, the child is involved at an appropriate level.

The Individual Educational Plan will be reviewed at least 3 times per year.

3. Early Years Plus- The SENCO liaises with outside agencies / specialists to advise on further developments to meet the child's needs.

Further advice can be requested where necessary from:

Early Years Teachers or Educational Psychologist

at

Ty Trevithick

Education and Children's Services

Abercynon

Mountain Ash

CF45 4VQ

01443 744000

4. Statutory Assessment- The LEA considers the need for statutory assessment and, if appropriate, makes a multi-disciplinary assessment.

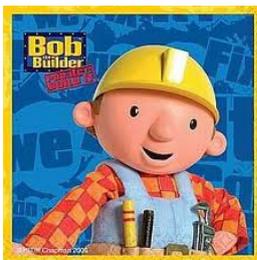
5. After assessment- The LEA considers the need for a statement of SEN and if appropriate, makes a statement and arranges monitors and reviews provision.

Additional Information

- Following consultation, parents will be sensitively informed of the observations by the Child Care Services Manager and child's keyworker.
- Parents will always have access to all records being kept on their child; all records will be kept in the child's personal file.
- If a child has a chronic illness or disability, information about the condition should be known and understood by all staff.
- When a child has a Specific or Educational Need, other specialist staff are often involved. It is essential that parents and staff are aware of what has been agreed and monitor the implementation of special learning programmes or treatment.
- Close liaisons, specific training and good working relationships between specialist workers, the parent and the child's Keyworker is essential in the need to set up a joint process for assessment and the keeping of records.
- Specialist play resources needed to meet the particular needs of the child will be carefully selected and staff will be given advice and training from the professional bodies on how to implement and develop its uses for the child. It may be necessary to make representations to external awarding bodies if a one- to -one ratio is required.



We will reward positive behaviour through the reinforcement of praise and encouragement using characters which individual children particularly like. They will be used at story & talk times and within play situations talking about *“feeling happy because their friends are being kind and sharing toys together”*.



Playcentre Practices

The “Positive Play” boards developed at the Playcentre are based on the Jenny Mosely “Golden Rules” characters and are accompanied by the Golden Rules which everyone uses with the children on a day to day basis to reinforce desirable behaviour and ensure consistency for all children in the individual rooms.



Example of our Positive Play Boards



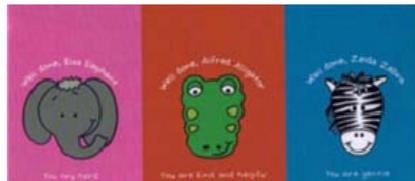
Social Skill Activities

Circle
Time

Music
Time

Ball Games

Story Time



Construction
play



Small world
play

Setting the
meal
table

Play
corners

Kind Hands Approach

Playcentre staff encourage young children to generally be kind during play situations and generally provide an ethos of a gentle environment where everyone cares for each other. Young children are encouraged to use "kind hands" through staff reinforcing positive body language and a calm, gentle and kind voice thereby encouraging the children to become empowered and empathise with their peers. Playcentre staff encourage similar activities to take place at home with Home Tasks

such as

"How do I use my kind hands"



How can I help as a parent?:

Please complete all home tasks to reinforce a positive behaviour in your child.

Please use the kind hands approach at home.

Discuss any issues of concern with your child's Keyworker.

During play situations children sometimes scam, kick and bite their peers. To ensure minimum harm please can you ensure your children's nails are either short or filed before attending the Playcentre each day.

Provide slippers to wear at the Playcentre instead of heavy shoes.

If you are aware that your child is teething please ensure they have a teething toy attached to their clothing.

If your child is engaging in rough and tumble play please stop this type of play at home as young children cannot distinguish between play with adults and children.

Examples of the Child Care Services
Observation Forms

Child's Name:-	
Date of birth:-	
Date:-	Time:-
Observation:	
Staff Signature	Parent Signature

Date	Time	Antecedent (Background/ Trigger)	Behaviour (Observation and Adult Response)	Consequence (Outcome)