

Behaviour Policy

Rationale

At the Pre School Centre, we believe that children lead by good example and expect that our staff will always display exemplary behaviour.

We are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect.

We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions and consider the welfare and wellbeing of others.

The Pre-School Centre will:

- Produce a written policy statement which includes the Pre-School Centre's commitment to developing children's positive and acceptable behaviour.
- Identify in the policy statement specific procedures and guidelines that all staff, including students and volunteers, should follow to manage children's behaviour.
- Ensure that a copy of the policy and procedures is given to all staff, including students and volunteers, and others working with the children in the Pre-School Centre.
- Share the procedures for behaviour management with parents at induction.
- Identify a named member of staff with responsibility for behaviour management issues. This person should have the skills to support staff and liaise with other agencies for further advice and expertise. (In the Pre-school Centre the named person with responsibility for matters relating to behaviour management issues is Saskia Gregory).
- Ensure that all staff have training in behaviour management.
- Ensure that all staff, including students and volunteers, do not use any form of physical punishment.
- Ensure that all staff, including students and volunteers, do not use any form of physical intervention, unless this is necessary to prevent children from causing harm to themselves, to others or serious damage to property.

All such incidents are recorded and reported to parents on the same day.

- Ensure that all staff, including students and volunteers, are made aware of the national guidelines relating to any form of physical intervention or restraint in educational settings, and follow these guidelines.

(Make reference to DfEE circular 10/98).

- Ensure that all staff, including students and volunteers, when responding to unacceptable behaviour, do not humiliate children, segregate them or deprive them of food, warmth or comfort.
- Specifically identify behaviour that is unacceptable within the Pre-School Centre (bullying/harassment/name-calling for staff, parents and children).
- Arrange appropriate use of staff to support young children in developing relationships with other children and resolving conflict successfully.
- Actively encourage new strategies to support children's behaviour within the setting.

Our practice

- We organise the indoor & outdoor learning environment so that it has a positive impact on behaviour in terms of space, access and choice of activities.
- We take a positive and consistent approach regardless of personal behaviour standards towards managing children's behaviour within all our rooms.
- We handle issues of behaviour in ways appropriate to the child's stage of development and level of understanding. This may involve some quiet time with their keyperson to distract from the immediate situation and provide support and comfort.
- Providing planned opportunities to discuss behaviour and feelings e.g. at PSE circle time.
- We encourage appropriate behaviour in all interactions with children and staff and show that good behaviour is valued.
- We encourage children to be aware of the Pre-School Centre's routines and procedures.
- We establish clear expectations and boundaries for behaviour, appropriate to the children's stage of development.
- We record all significant incidents relating to behaviour.
- We identify and implement strategies that encourage positive behaviour.
- We deal with negative behaviour at the earliest opportunity.

CONFLICT RESOLUTION STEPS

Let children know through your calm approach to conflicts are okay and that they can be resolved with help.

Describe each child's facial expressions and make the same expression yourself. This can help children feel more understood.

Name feelings and talk them through the conflict. Calm them with gentle touches and a soft voice. Tell them what you think has happened if they are not able to express it. Listen to them if they can explain.

Teach one word or a sign that each child can practice saying to each other. EG: "Mine" or "please".

Remember that redirecting a very young child to a different activity is often an appropriate response.

Hold an object if it is the cause of the conflict. Remember if you just remove it, you lose an opportunity to teach problem solving. Talk children through problem solving strategies, providing them with choices to the solution, acknowledge when they solve the problem. "You found another toy to play with while you waited for your turn. You solved the problem."

Pre-School

When conflict arises, approach the situation quickly and calmly, stopping any hurtful behaviour or language. It is important to remain calm so that the situation does not escalate. Use a calm, soft voice and position yourself at eye level with children.

Listen to all sides of a conflict. Rather than solving the problem for children, help generate ideas of how they might solve the problem. When a solution is determined, confirm the plan they have agreed to, repeating it back to them. Then encourage the children to try the solutions. They will learn as much from failure as success.

Encourage children to be problem solvers. When children come to a member of staff for help, ask them to put on their problem-solving cap & work with them on possible solutions. Have children use their imaginations and pretend play on how to figure the problem out.

Teach problem solving skills as a part of the curriculum. Use this consistently to help children learn to resolve conflicts on their own.

Provide classroom materials that facilitate problem-solving & conflict resolution skills: problem-solving steps; Solution Kit; be by myself space; peace table; Have children discuss the problem, while guiding them towards solutions.

- We support each child in developing a sense of belonging, so that they feel valued and welcome
- We focus on activities and routines to encourage:
 - sharing
 - negotiation
 - co-operation
 - self-respect and growing self-esteem
 - pro-social behaviour including consideration and empathy for others
 - the ability to guide their behaviour
 - social skills such as negotiation and problem-solving
- We encourage responsibility in caring for others and the environment helping with tidying/setting out activities/lunch time helper, lunch time chooser, helping others with their snacks and equipment.
- We encourage positive behaviour through play and learning activities circle time/stories/role-play/puppets

- Continually reflecting on the effectiveness of provision in nurturing positive behaviour e.g., are there enough resources, layout of the environment.
- We model appropriate behaviours in different contexts.
- We liaise with parents in establishing rules for behaviour, where support may be needed.
- We aim to be calm, patient and consistent when responding to children's inconsiderate behaviour.
- We encourage the children to express openly their feelings/likes and dislikes.
- We help the children to understand the consequences and effects of their behaviour on others.
- We support the children in a positive manner to resolve conflicts with other children, we encourage mutual respect, being kind to one another, to understand the needs and rights of others and empathy to others.
- We help to support children's self-esteem by enabling them to be successful in play experiences and activities.

Monitoring and evaluation of the policy and procedures for promoting positive behaviour

The Pre-School Centre will keep this policy and procedure under review and will amend or change them in the light of reflection or any feedback through ongoing monitoring and evaluation.

Individual and whole staff group will attend training were appropriate.

Monitoring and evaluation will be:

- Through ongoing observations of groups and individuals.
- Through analysis of the use of praise and sanctions.
- Through responses from parents/carers and other members of the local community.

Reviewed - 16/08/2022 by Lisa Best/Saskia Gregory

Next review - 16/08/2023