

Behaviour Policy

Rationale

At the Pre School centre we believe that children lead by good example and expect that our Staff will display exemplary behaviour at all times. 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 Centres 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 centres 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

- Approach calmly and with an open mind
Walk over and get down to their level.
- Acknowledge feelings
Say “I can see you’re feeling hurt/cross/upset/angry”
- Gather information from both sides
Say “What’s the problem?”
- Restate the problem
Say “so the problem is...”
- Ask for solutions and choose one together
Say “I wonder what we can do to solve the problem/help you feel better?”
- Be prepared to give follow-up support
- Keep an eye out for what happens next and give further support if needed

Encouraging positive behaviour

- We use praise specifically related to the children’s actions or behaviours.
- If appropriate, we refocus the child’s attention on another activity.
- 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 maybe 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.

Babies and children under 2

The above policy applies to and meets the requirements of babies and children under the age of 2.

Links, References and Regulations

Links to other policies:

- Organisation
- Care, Learning and Play
- Physical Environment
- Safety
- Equal Opportunities
- Special Needs
- Working in Partnership with Parents and Carers

Reference to OFSTED The Safeguarding and Welfare Requirements safeguarding and promoting children's welfare

Children's behaviour must be managed effectively and in a manner appropriate to their stage of development and particular needs.

Children Act Regulations relating to our policy:

None apply.

References:

OFSTED (2012) Section 3, *The Safeguarding and Welfare Requirements: Statutory Framework for the Early Years Foundation Stage*: DFE

Reviewed 9.02.2018 Saskia Gregory/Lisa Best