

St Marychurch Pre-school

Behaviour Management Policy

Statement of intent

Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Aim

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others.

Methods

- We recognise that codes for interacting with other people vary between cultures and require practitioners to be aware of – and respect – those used by members of the setting.
- We require all practitioners, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new practitioners and volunteers and students with the setting's behaviour policy and its guidelines for behaviour.
- We expect all members of our setting – children, parents, practitioners, volunteers and students – to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately. This could result in a Regulation Plan being made to support the child.

Strategies with children who engage in inconsiderate behaviour

- We require all practitioners, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanations as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children received adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these such behaviours and actions.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.

- Details of such an event (what happened, what action was taken and by whom, and the name of witnesses) are brought to the attention of our setting leader and are recorded in the child's personal file. The child's parent is informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Children under three years

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress and require sensitive adults to help them to do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Practitioners are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes – such as superhero and weapon play, some children appear pre-occupied with these themes.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits.
- We will develop strategies to contain play that are agreed with the children and understood by them, with acceptable behaviour boundaries to ensure children are not hurt.
- We recognised that fantasy play also contains many violently dramatic strategies – blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.

Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings.
- We offer support, calming the child who is angry as well as the one who has been hurt by the behaviour.
- We recognise that young children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. Children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together.
- Our designated Behaviour Management Person is Gemma Wise.

Rewards

A setting ethos of encouragement is central to the promotion of positive behaviour. Rewards have a motivational role in helping children realise that positive behaviour is valued. A whole setting focus on our core values means that children are praised and their personal development achievements recognised through Tapestry and discussions.

We understand that some parents use rewards for their child and may ask us to use stickers/sticker chart for toileting, sharing, tidying, turn taking and using kind hands. Practitioners will use their discretion in these situations. Practitioners will not use rewards to coerce children.

This policy to be signed and reviewed annually.

Signed _____ Position Chairperson

Dated _____

We aim to provide a safe, stimulating, caring, happy Pre-school where all children and their families are welcome. We provide a curriculum based on the Early Years Foundation Stage using individual children's interest and needs.