

ST OSWALD'S LADYBIRDS PRE-SCHOOL

Positive Behaviour Management - Policy and Practice

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop in an atmosphere of mutual respect and encouragement.

We aim to support children to work collaboratively together and share the joy of being able to play together and make friends at a developmentally appropriate level. Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

In order to achieve this :

- We recognise that codes for interacting with other people may vary between cultures and require staff to be aware of and respect those used by members of the setting.
- We encourage children to help each other, be kind and considerate to each other, listen to each other and work harmoniously within the setting at a developmentally appropriate level. We work with the children to enable them to have rewards for positive behaviour, however small. We also engage in circle times and stories to help children gain an awareness of positive behaviour. Our golden rules, written by the children make a positive impact on the behaviour of the children in the setting.
- We require all staff, 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 staff and volunteers with the settings behaviour policy and it's guidelines for behaviour.
- We expect all members of our setting – children, parents, staff 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 the staff and by access to our rewards system. We work with parents to address recurring inconsiderate behaviour to help us understand the cause and to decide jointly how to respond appropriately.
- We do not give corporal punishment to any child. Should intervention be required, we follow procedures set out in our Physical Intervention policy.
- When staff are concerned about a child's behaviour the following procedure will be followed:

- The Supervisor will talk to the parent/carers after the session to try to sort out the problem as soon as possible.
- The Supervisor will record the incident in the behaviour concerns book and parent comment book.
- The staff will monitor the behaviour, observations will be made and if required, a behaviour plan will be written with parents support and reviewed after 6 weeks.
- If no progress has been made, help will be sought from outside agencies to establish an understanding of the cause and seek to support the child when and wherever necessary. The child's parents will be informed of the events happening and will be asked for their permission to continue should outside support be required. Individual Educational Plans or Intervention Programmes may then be written and reviewed each ½ term or after 6 weeks.
- Parents/carers will be able to come into playgroup to discuss the behaviour and plan of action for the future with the Supervisors informally on a weekly basis.
- In the event of the behaviour being sufficiently serious (repeated and intentional physical/verbal harm to other child or staff) the child may be excluded for a fixed period. This decision will be made by the Committee, Manager, Deputy Manager, Setting SENCO and advice taken from the Early Years Improvement Officer who would offer support and guidance. In either case the parents/carers will be informed in writing of the reason for exclusion.

Should children engage in inappropriate behaviour for their level of development :

- We require all staff, 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 by acknowledgement of feelings, explanation as to what was not acceptable through a range of activities, stories and circle times, We support children to gain control of their feelings so they can learn a more appropriate response.
- All staff attend relevant in service training on promoting positive behaviour and keep a record of the training every three years.
- We help children understand the outcomes of their actions 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 and children are never threatened with it.
- We do not use techniques to single out or humiliate individual children.
- We use physical intervention only to prevent personal injury to other children, the child or adults, serious damage to property, and/or in what would be reasonably regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour will be witnessed by another adult in the setting, recorded in our behaviour book and parents informed that day.
- In case of a serious incident such as racial or other abuse, we make it clear immediate the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.

- We support each child in developing considerate behaviour and willingness to share and reward each individual child using our reward system.
- Adults in the setting will be aware that some kinds of behaviour may arise from a child's special needs.
- We support each child in developing self esteem and confidence
- 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 receive adult attention only in return for inconsiderate behaviour.

Repeated Intentional Hurtful Behaviour

We take repeated intentional hurtful behaviour very seriously. Any kind of repeated intentional hurtful behaviour towards adults or children will not be tolerated.

However, most children under the age of five will at some stage hurt or say something to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. This kind of behaviour may be due to a far more serious matter, therefore the staff will support the child and ensure help is given when and where necessary and follow the strategies addressed in this policy by involving outside agencies.