

Meppershall Pre-School

Behaviour management policy

Statement of intent

Our pre-school believes that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else.

Aim

We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment.

Methods

- Our nominated person, who has overall responsibility for issues concerning behaviour is Emma Harber.
- We require the nominated person to:
 - keep herself up-to-date with legislation and research and thinking on handling children's behaviour;
 - access relevant sources of expertise on handling children's behaviour; and
 - check that all staff have relevant in-service training on handling children's behaviour. We keep a record of staff attendance at this training.
- 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 require all staff, volunteers and students to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's ages and stages of development - for example distraction, praise and reward.
- We familiarise new staff and volunteers with the pre-school's behaviour policy and its rules for behaviour.
- Staff receives the support of the Committee in matters concerning behaviour. Often problem behaviour is discussed at staff meetings to find the best solution for the setting and any child concerned.
- We expect all members of the pre-school - children, parents, staff, volunteers and students - to keep to the rules, requiring these to be applied consistently.
- We praise and endorse desirable behaviour such as kindness and willingness to share.
- We avoid creating situations in which children receive adult attention only in return for undesirable behaviour.
- Each key person will build a strong and positive relationship with and the child and his/her family.
- In any case of misbehaviour, it will always be made clear to the child or children in question, that it is the behaviour and not the child that is unwelcome.
- If any form of manual or physical contact is required in a situation where a child's behaviour is deemed as unsafe to themselves and/or to those around them we will follow the guidance in the Early Years Foundation Stage Framework 2014 which is reinforced in our Staff Code of Conduct.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the pre-school.
- When children behave in unacceptable ways, we help them to see what was wrong and 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.

- We do not use techniques intended to single out and humiliate individual children.
- When a child's behaviour causes concern staff will ensure that if a child needs to release their emotions the surrounding area is made as safe as possible to prevent the child injuring themselves or a staff member. Other children will be removed from the vicinity and offered activities at a safe distance.
- We only use physical restraint, such as holding, 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 names of witnesses) are brought to the attention of our pre-school leader and are recorded on a communication with parents sheet. A parent is informed on the same day and signs the sheet to indicate that he/she has been informed.
- 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 behaviour.
- We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development - for example by distraction, discussion or by withdrawing the child from the situation.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key worker. We work with parents to address recurring unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately. Incidents will be recorded on an Information Exchange sheet and the parent/carer asked to sign it each time an incident occurs. Sometimes a 'home/school book' is started to help staff and parents to communicate more effectively.
- Staff are willing to take on board any specific behaviour worries that a parent may have and will offer advice to parents with suggestions on how similar behaviour would be tackled in the setting.
- The children are encouraged to clear up after their own play. Tidying up is a group activity, with staff encouraging all children to tidy up something from their play.
- Consistency is essential to ensure fair treatment and an equality of 'rules' within the setting. All staff are aware of what is acceptable and will follow the guidelines laid down in the Behaviour Policy.
- Adults will be aware that some kinds of behaviour may arise from a child's special needs.

Children Act Regulations – you must not give corporal punishment to a child in your care, or allow any other person looking after children, or living and working on the premises to do so.

Bullying

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 self-discipline and self esteem in an atmosphere of mutual respect and encouragement.

Bullying involves the persistent physical or verbal abuse of another child or children. We take bullying very seriously.

If a child bullies another child or children:

- we intervene to stop the child harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is inappropriate;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to say sorry for her/his actions;
- we make sure that children who bully receive praise when they display acceptable

behaviour;

- we do not label children who bully;
- when children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour; and
- when children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.
- Keep accurate and detailed records of all reported bullying in our incident book.
- Increase staff awareness of the issue

Discriminatory Behaviour/Remarks

- These are unacceptable in the Pre School.
- The response will aim to be sensitive to the feelings of the victim(s) and to help those responsible to understand and overcome their prejudices.