

Behaviour Management

2.1 Positive Behaviour Management Policy

At Pre-School we strongly believe that the children should behave in a positive manner towards the staff, other children and their possessions such as toys and books. All staff and helpers will act as role models to the children.

We are a caring community whose values are built on mutual trust and respect for all. Our aim is to promote an environment where everyone feels happy, safe and secure.

The Pre-School expects everyone to behave in a considerate way towards others. We treat everyone equally and fairly and encourage them to become positive, responsible members of our community,

Our Pre-School principles are:

- We are kind and to each other
- We share things and take turns
- We look after our toys and equipment
- We tidy up after ourselves
- We walk in Pre-School unless outside
- We use quiet voices inside
- We talk nicely to each other
- Everyone is treated equally

In order to help enforce good behaviour we will use the following strategies:

1. **Approach calmly.** Observe as you approach, prepare yourself for a positive outcome. Be aware of your body language: it says a lot about your intentions and feelings. Place yourself between the children, on their level; use a calm voice and gentle touch; remain neutral rather than take sides.
2. **Acknowledge children's feelings.** Give recognition to the feelings the children are expressing, say something simple such as "You look really upset;" let children know you need to hold any object in question.
3. **Gather information.** Ask "What's the problem?" Do not ask "why" questions as young children focus on that what the problem is rather than understanding the reasons behind it. Listen carefully for the details and needs: they are the key to finding the solution.
4. **Restate the problem:** "So the problem is..." Use and extend the children's vocabulary, substituting neutral words for hurtful or judgmental ones (such as "stupid") if needed. Check with the children to see if they agree that you have identified the problem.

5. **Ask for solutions and choose one together:** Ask “What can we do to solve this problem?” Encourage children to think of a solution but offer options if the children are unable to at first.
6. **Be prepared to give follow-up support:** Children may need help in implementing the solution or difficulties may arise because one of the children is still carrying angry feelings that need further acknowledgment. Acknowledge children’s accomplishments, e.g., “You solved the problem!” Stay nearby in case anyone is not happy with the solution and the process needs repeating.
7. **Monitor and change the child’s environment regularly:** often conflicts break out because the children are bored or frustrated – activities may be too easy or too difficult for them.
8. **Try to ignore minor negative behaviour:** as much as possible unless there is a danger or damage to children or adults and focus on positive behaviour by using age appropriate praise.
9. **Consult with parents to work together:** to overcome any long-term behaviour issues, perhaps using support from outside agencies e.g. children’s centre, health visitors and inclusions officers.

We praise and reward children for good behaviour in a variety of ways:

- We praise children
- Children who persistently behave in inappropriate ways may have rewards systems tailored to their needs, e.g. sticker charts or books, which reward positive behaviour. Parents will be involved in the setting up of such systems.

Physical punishment will not be used, nor will any action be taken which would frighten or humiliate the child. Always get down to the child’s level, eye contact and calm voice always to be used, explain simply the consequences.

The Manager/Keyworker will keep a record of any constant unacceptable behaviour. These notes will be strictly confidential between the Manager/Keyworker and the parent.

We would only use physical intervention e.g. picking up a child or guiding by the hand if a child’s welfare was in jeopardy. If used we would always inform the parent on collection using and showing documentation and informing the named practitioner for behaviour management.

2.2 Anti-Bullying

We will take immediate action in the event of any bullying behaviour. We recognise that bullying can not only involve physical abuse of another child or children but can also involve verbal abuse. All reported incidents of bullying will be taken seriously and emotional and verbal bullying will not be considered less serious than physical bullying. If a parent suspects that their child is being bullied we ask that they report this to the Pre-School immediately, so that this may be investigated.

The staff of the Pre-School will remain vigilant and will be aware that bullying can often be hidden. All staff carry out ongoing observation and assessments on all children in Pre-School that may identify changes in behaviour which may indicate a child is being bullied.

Preschool-age children may bully others to get attention, show off, or to get another child's possessions or use of toys/equipment. They may also be jealous of the children they are bullying or may be getting bullied themselves.

Action to be taken if a child is bullying others:

- we will intervene to stop the child harming others
- we will explain to the child carrying out the bullying why her/his behaviour is inappropriate
- we will give reassurance to the child or children who have been bullied
- we will make sure that children who bully receive praise when they display acceptable behaviour

If bullying occurs we will discuss with parents what has happened and share strategies.