

**Behaviour Management Policy**

**Statement of Intent**

We believe that children flourish 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. The principles guiding management of behaviour exist within the EYFS Curriculum for supporting personal, social and emotional development.

**Method**

As a small setting, all staff have shared responsibility for supporting personal, social and emotional development. This includes issues concerning behaviour.

We require staff to keep up to date with legislation, research and thinking on promoting positive behaviour and on providing support when a child’s behaviour requires additional support.

Staff should access sources of expertise on promoting positive behaviour – guidance and suggestions will be provided by the Manager via email or at staff meetings.

Training on promoting positive behaviour is provided and updated as necessary with reminders to be provided at regular staff meetings.

We recognise that codes for interacting with others can be culturally specific and staff are reminded of this if necessary.

All staff are required to set a positive role model of behaviour by treating children, parents and each other with courtesy and respect.

New staff and volunteers are expected to read and familiarise themselves with our behaviour management policy and its guidelines for expected behaviour.

All staff, volunteers, children, parents and visitors are expected to abide by the guidelines at all times.

We work in partnership with parents. Parents are regularly informed about their child’s behaviour by their child’s key person, the manager and/or the deputy manager/SENCO.

We work with parents to address recurring inappropriate/inconsiderate behaviour and use our observation records to help us to try to identify causes/triggers. We will then work with parents to decide jointly on how to respond.

We aim to use positive, proactive strategies to promote positive behaviour. These strategies form part of our daily routine in terms of supporting personal, social and emotional development and include:

Supporting children in the development of their self-esteem, self-confidence and feelings of competence.

Supporting each child in developing a sense of belonging in order that they feel valued and welcome.

Acknowledging, recognising and rewarding as appropriate, considerate behaviour such as kindness, sharing or comforting another child who is upset or hurt.

Helping older children to set the group’s guidelines for appropriate behaviour and to act as role models.

Providing activities and games that encourage cooperation and teamwork.

Ensuring that there are enough popular toys and resources and sufficient activities available so that all children can be meaningfully occupied, minimising unnecessary conflict over sharing and turn taking.

Avoiding creating situations in which children receive adult attention only in return for inconsiderate or inappropriate behaviour.

We recognise that children will engage in physical play and we do not discourage this. We set clear boundaries with regard to what is acceptable and make this clear to the children, reminding them as necessary.

Staff are expected to explain what they *do* want the children to do, rather than focussing on what they *don’t* want.

Staff use “I feel….” statements to assist in the development of consideration of the feelings of others/empathy.

We do not send children out of the room alone or promote “time out” techniques for behaviour management.

We do not use or threaten to use any form of physical punishment.

We do not remove toys or activities that are the focus of a conflict as a punishment or as a way of teaching children to share.

We do not use physical restraint such as holding or physically removing a child from a situation except to prevent physical injury and/or serious damage to property.

We do not shout or raise our voices in a threatening way.

We recognise that our approach to dealing with unwanted behaviours must be adapted to suit the age, developmental stage and level of understanding of the child concerned.

We realise that unwanted behaviours can stem from frustrations arising from limited language or a child not yet being able to regulate their emotions. We will acknowledge the child’s feelings and help them to find more appropriate ways of expressing them. We will talk through the incident, helping the child to recognise and name his/her emotions.

When there is a dispute between children, staff will acknowledge the feelings of all those involved. Staff will encourage the children to try to work together to resolve the issue themselves, providing support and guidance as necessary.

Children are encouraged to think about how their words and actions can impact those around them.

Staff will use a combination of words, visual cues and physical comfort, tailored to the individual child and the individual circumstances.

Children are supported in recognising and naming emotions as a means of developing their own understanding of their emotions and helping them to regulate their own behaviour.

Staff encourage children in the development of empathy through stories, conversations and during circle time.

Children are supported in problem solving and conflict resolution. The aim is to enable children to manage these independently when they are ready to do so.

We carry out an annual behaviour management audit to ensure that our provision and practice is in line with current thinking.

**Bullying**

Bullying is defined as repeated, ongoing targeting unkind behaviour towards a particular child or group of children.

Bullying will not be tolerated at All Saints Preschool. We will work with the children and involve parents to resolve issues of this nature. We will seek to educate all of the children to help them to understand that this is not acceptable and children will be very closely monitored.

If bullying continues, we may be forced to ask the perpetrator/s to find a place at an alternative setting.

Each case will be dealt with on an individual basis, with all circumstances taken into account.

**Discrimination**

At All Saints Preschool, discrimination of any kind based on a person’s gender, race, ethnicity, religion or any other factor will not be tolerated.

We celebrate diversity and help children to understand and celebrate that we are all different and unique.

**If extra support is required**

If unwanted/unacceptable/inappropriate behaviours continue once the usually strategies have been employed, we will consider a referral for support from the Local Authority.

We will discuss the issues with the parents and they will be consulted and supported throughout the process.

We may recommend that parents consult their GP if behaviours indicate an underlying issue requiring further investigation.

If parents/carers do not cooperate with our behaviour management strategies or refuse offers of support and the unwanted behaviours continue, we may have no option other than to ask that alternative provision is sought for the child.

We may keep a behaviour log in an attempt to identify causes or triggers of unwanted behaviours. This is available for the child’s parents to see at any time should they request to do so.

Signed by Manager…………………………………………

Date……………………………………………………………….

Review date…………………………………………………..