



Behaviour Management Policy

Statement of Intent

Our preschool 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

We have a named person who has overall responsibility for issues concerning behaviour; The named person is Rachael Quadrino.

- We require the named person to:
 - Keep her/himself 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 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;
- We expect all members of the preschool - 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 (eg Star of the Week);
- We avoid creating situations in which children receive adult attention only in return for undesirable behaviour;
- 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 preschool;
- 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;
- 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 the preschool manager/leader and are recorded on an incident form. A parent is informed on the same day and signs the Incident form 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 explanation 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 for 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 person. 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.
- We signpost parents to other agencies if families bring to our attention problems with behaviour at home.

We have a separate policy to cover instances of bullying.