

## Behaviour Management Policy

At Swallows Nest Preschool we want every member of the setting community to feel valued and respected and for each person to be treated fairly. We are a caring community whose values are built on mutual trust and respect for each individual.

Our behaviour policy is therefore designed to support the way in which everybody can live and work together in a supportive way. We believe that children are entitled to be cared for in an environment in which they feel safe. We aim to promote an environment in which everyone feels happy, valued and secure.

We acknowledge that there are times when issues surrounding behaviour will need to be supported by adult intervention and we will use the Behaviour Management Policy and procedure to guide us through this process.

**Corporal punishment will not be given to a child in our setting. We will not use or threaten corporal punishment or any form of punishment which could have an adverse impact on the child's well being.**

### Aims and Values

Personal, Social and Emotional Development is a core element of the Early Years Foundation Stage (EYFS). The EYFS states that PSED involves helping children to develop a positive sense of themselves and of others; to form positive relationships and to develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

We are committed to working in partnership with parents and carers in supporting children's development in all areas, including behaviour and we take into account children's age and stage of development. We recognise that there may be different expectations for children's behaviour at home and at nursery. We therefore work closely with parents/carers to explain the ways in which we promote good behaviour and to explain the ways we can work together to consistently communicate the same message to children.

At Swallows Nest, we aim to ensure the individual needs of all children are met by providing clear, consistent and developmentally appropriate expectations for behaviour through:

- **Respect:** to encourage all children to have respect for themselves, for other people (their feelings, beliefs and values) and for the pre-school environment including equipment and property.
- **Understanding and Compassion:** to help children to understand other people's views and experiences and to be caring and tolerant towards others.
- **Responsibility:** all children will develop an increasing ability to make choices and take responsibility for their own actions. In particular we help children to develop an understanding of the consequences of their behaviour.
- **Fairness and Equality:** all children will develop an understanding of how to be fair to all: how to share and give everyone an equal chance (within the context of everyone having different needs). All staff will demonstrate this in their actions also.

- **Kindness:** staff will support children to promote acts of kindness to each other and to assist children in ways of being gentle towards each other.
- **Staff will support and use of positive reinforcement:** to acknowledge considerate behaviour, reinforcing positive behaviour, developing children's confidence and self esteem.

As part of the induction procedure, all staff will be made aware of the procedure to support positive behaviour according to clear, positive, consistent guidelines. Staff will make every effort to act as good role models to children by behaving in a friendly and considerate manner themselves, creating an atmosphere of respect and value for one another. Parents/carers using the pre-school will be supported in a partnership approach towards achieving these aims.

Staff will work effectively together as a team and show a fair and consistent approach to incidents. They will discuss any concerns with parent/carers in an attempt to understand and identify possible causes of negative behaviour.

Physical intervention will only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children, and an adult or serious damage to property. ANY occasion where physical intervention is used will be recorded within the incident log and parents/carers will be informed when picking up their child or as soon as practically possible

Staff will attempt to focus directly on positive features of the child's behaviour.

Swallows Nest Pre-school has a named person with overall responsibility for Behaviour Management.

The named person is Julia Coulson. She has the necessary skills to advise other staff on behavioural issues and knows how to access expert advice if necessary. She will be encouraged to attend training to update knowledge on a regular basis.

### **Supporting Behavioural Strategies and Procedures**

Where negative behaviour is recognised or observed staff will intervene appropriately, in a clear, calm and positive manner, to support children to reconcile conflict. This will be done in an age appropriate approach.

We help children to look after themselves by:

- Praising them: focusing on the positive things they do
- Helping them to recognise their feelings and express themselves in an acceptable way
- Encouraging them to ask for help from peers as well as adults
- Encouraging their attempts and identifying with a view to planning for their interests
- Building their independence through self-help skills
- Encouraging them to see the good in others
- Encouraging them to learn from each other

We help children to care about others by:

- Using conflict resolution and keeping calm
- Modelling appropriate behaviour
- Working on and reinforcing the understanding of feelings e.g. in circle time
- Naming and making feelings clear including the consequences of their actions: reflecting back to children
- Being aware of the power of language i.e. not being confrontational or negative
- Boosting self-esteem
- Giving time to listen and help acknowledging their responses sensitively

We help children to be polite by:

- Saying 'good morning' and where appropriate 'please' and thank you' (we model behaviours we want them to copy)
- Encouraging children to wait their turn
- Talking one at a time: listening to each other without interrupting when someone is already speaking
- Giving children clear messages and setting an example

We ask children to look after the equipment by:

- Encouraging children to use equipment appropriately
- Teaching them about health and safety
- Encouraging them to mend broken toys and equipment
- Playing games e.g. circle time and considering 'How do we look after this?'
- Washing the bikes, toys etc.
- Reminding them to tell us about breakages
- Looking after the equipment ourselves and therefore modelling it

We help children to care about the environment by:

- Making it as attractive as possible
- Cleaning tables
- Tidying up together
- Displaying children's work
- Picking up rubbish
- Providing labelled storage
- Looking after the indoor and outdoor plants
- Explaining proper care and use of areas (painting, home corner, sand pit etc.)
- Noticing, acknowledging and praising 'careful handling' and modelling it
- Sharing responsibility

There will also be a regular assessment of the environment to ensure that it is not having a negative impact on behaviour and that all children's needs are being met.

## Examples of Behaviour and Strategies

Children display a range of behaviours at this age, most of which are expected for their age and in particular when they are new to the pre-school environment. Staff may be expected to deal with behaviour, such as inappropriate shouting out, having a 'tantrum', snatching and walking away at tidy-up time etc. Intervention will be low key and may include one of the following:

- Using a positive statement e.g. 'If you want to throw something, you could go outside and throw a ball'
- Explaining concerns e.g. 'If you lean back on your chair you may fall over'
- Giving choices
- Having a group discussion or circle time with visual examples/modelling of the required behaviour. (e.g. using toys/puppets as a medium)

Staff will deal with more challenging behaviour by:

- Labelling the behaviour not the child e.g. saying 'I don't like it when ..... or 'It's not OK to.....'
- Using non-confrontational language e.g. 'When sand is thrown....' instead of 'When YOU throw sand'

When behavioural difficulties continue, parents/cares will be invited into the setting to talk with relevant staff. By working together home and pre-school will explore possible underlying causes and share positive strategies in order to ensure a consistent approach between setting and home. An action plan to be shared by pre-school and home will be agreed and reviewed to monitor outcomes.

A minority of children may need additional or different support, beyond that of other children of the same age. Support for these children, in collaboration with parents/carers may involve setting up an Education, Health and Care Plan (EHCP) with specific targets related to behaviour (please refer to Special Educational Needs Policy). Where appropriate, this stage may include referral to external agencies for additional support/assessment with the parents/carers consent.

In the unlikely event that support for SEN does not provide positive outcomes, a core group will be established in liaison with parents/carers under the guidance of the Birth to Five Service.

