

# Hind Leys Pre-School & Natural Play Centre

## Behaviour Management Policy

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 humiliated, hindered or hurt by anyone else. We aim to work towards a situation in which children can develop their self-esteem and confidence in an atmosphere of mutual respect and encouragement.

In order to achieve this:

- Adults will remain calm at all times and will not shout or raise their voices in any threatening way.
- Rules, boundaries and expectations of the conduct and behaviour of the group will be discussed and agreed within Pre-School and explained to all, both children and adults.
- All adults (staff, parents and volunteers) will have knowledge of the Positive Behaviour Management in place in Pre-School and will ensure that it is applied consistently, so that children have the security of knowing what to expect.
- Adults will provide positive role models for our children with regards to friendliness, care, respect and courtesy, and will have appropriate access to in-house training and training by the EYDCP, and support through the named responsible person for behaviour management (Ruth Sharpe/Pre-School Leader).
- Adults working towards a Positive Behaviour Management structure will praise, endorse and look for desirable behaviour, such as kindness, respect for others, and willingness to share and work together, and will help children to understand that their behaviour has an effect on others.
- Adults will help and scaffold children to find their own solutions to conflict.
- Adults and children will promote positive behaviour through activities such as communication, conversation, negotiation, recognising and managing feelings, praise and reward systems, and encouraging responsibility such as tidying up.
- Adults in Pre-School will make themselves aware of a range of cultural expectations regarding interactions between people.

When children display any form of unacceptable behaviour:

- Physical punishment, such as smacking or shaking, will be neither used nor threatened, and any physical intervention such as physical restraint to prevent an accident or an injury to another child or adult will be recorded in the confidential incident record book and then shared with the parent on the collection of the child.
- Children will never be left alone or sent out of a room by themselves.
- Any techniques intended to humiliate or single out children, such as “the naughty chair” will not be used. Adults are encouraged to use and think about withdrawing a child, children or adult from a situation, or distraction and re-directing a child’s attention, and helping children to find and work out their own solutions to disagreements or conflict.
- Any child who displays unacceptable behaviour will be given some time with one-to-one support and observation to see if any patterns are developing. Permission to observe a child will be obtained, and all records and observations are shared with parents. In some cases there could be a possible use of an Early Years Individual Short Term Behaviour Plan, which would also be drawn up with and shared with parents.
- In cases of seriously unacceptable behaviour, such as physical harm, bullying or racial abuse, the unacceptability of the behaviour will be made clear immediately, but by means of explanation, and it

will be made clear to the child or children in question that it is the *behaviour* and not the child that is unwelcome.

- Any behavioural problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding, maturity and specific needs. Adults will be aware that certain behaviours may arise from a child with special needs.
- Unacceptable behaviour or recurring problems will be worked on by the whole staff team at Pre-School in partnership with the child and their parents, using written objective observation, discussion and meeting time, and avoiding any discussion about behaviour in front of a child or others, and remaining completely confidential.
- A gender equality programme – Emotional /Empathy section runs through the settings curriculum.