



Hulme Hall Pre-School Managing Behaviour Policy

Our Aims

At Hulme Hall Pre-School:

- We aim to enable all children to develop confidence, self-esteem and a positive attitude towards their own learning and towards others.
- We aim to ensure that all staff work in an environment where there is mutual respect, and where there is a good understanding of the developmental needs of the children.
- We believe in working closely with parents/carers, which enables a consistent approach to behaviour management.

Our Beliefs About Children's Behaviour

- We believe that behaviour is learnt, we can therefore teach children to be kind through staff acting as positive role models. The way this is encouraged is through planning, resources and play.
- We want our children to have an understanding of why behaviour rules are in place and recognise the impact that their behaviour has on others.

Our Environment

In order to achieve our aims we will:

- Create a positive environment by greeting children warmly every day, speaking in a calm tone, providing choice and interest and developing warm relationships with every child.
- Provide an age appropriate environment with stimulating activities, using observations in our planning. Include activities for children that focus on their interests and their next steps.
- Encourage good communication between staff to ensure the smooth running of sessions.

Adults

- All adults will ensure that this policy is implemented consistently, so that children know what to expect and can build up useful habits of behaviour.
- All adults will provide a positive role model with regard to care and courtesy.
- Adults will praise desirable behaviour such as kindness and willingness to share.
- Alongside parents/carers we will have a consistent, calm and friendly approach when dealing with undesirable behaviour.

Parents and Carers

- We offer an open door policy to all parents/carers in which they can discuss any issue or concern in confidence or private with the key person or Head of Pre-School.
- To enable us to have clear consistent communication with parents/carers notice boards, daily reports, newsletters, parent/carer evenings and events days are also provided.
- We will also take into consideration the strategies used at home to deal with undesirable behaviour in line with our Pre-School policy.

Managing Inappropriate Behaviour

- Staff should never use any form of physical punishment, restraint, or humiliation when dealing with undesirable behaviour.
- Physical intervention will only be used to manage a child's behaviour if it is necessary in order to prevent personal injury to the child or adult, to prevent serious damage to property, or in exceptional circumstances. Any cases of physical intervention will be recorded, and parents will be informed on the same day.
- The following ways of dealing with inappropriate behaviour will **NOT** be used or threatened under any circumstances:

Must not threaten corporal punishment and must not use or threaten any punishment which could adversely affect a child's well-being.

EYFS statutory framework 3.53:

- Physical punishment such as smacking or shaking
- Deprivation of needs
- Humiliation or ridicule
- Leaving a child alone in a room
- Staff have to ensure that the children are aware that hurting their friends or making unkind comments towards them is not acceptable.
- Whilst in the Pre-School, staff should use a gentle, calm tone, and child friendly and age appropriate language when dealing with undesirable behaviour.
- Always keep calm; never show that undesirable behaviour has had any impact on you.
- Always make sure that when discussing undesirable behaviour that you go down to the child's level. An explanation of why the behaviour was inappropriate should always be given in clear, age appropriate manner. Please be discreet and if other children are trying to listen to the conversation, gently encourage them to do something else or ask a member of staff to distract them.
- Ensure that you remember that the behaviour is to blame and not the child.

- Our approach is to give praise to the children in order to promote positive behaviour rather than blaming the other child whose behaviour was deemed to be unacceptable.
- In situations where the children are causing each other distress i.e. over a particular toy, they may be encouraged to use a sand timer to share and take turns or be distracted with another activity or toy.
- No child in the room should be forced to say “sorry”, if they wish to on their own accord that is acceptable. It may be suggested that they give the other child a hug to comfort them or to draw them a picture. , or ask the other child ‘what could.....do to cheer you up?’
- No child/children should be sent to the book corner or a particular area in the room to be used as punishment. Staff must refrain from suggesting that a child will be sent to another playroom, if their negative behaviour continues.
- Rewards or other treats must not be withheld or exchanged for something else, in order to make a child behave.
- Staff must be discreet when communicating incidents of challenging behaviour to other staff, staff should never use the two way radio to communicate the incident. Speak to them in a quiet area away from the children/parents/carers.
- When relaying to a parent a behaviour incident remember this should be done discreetly away from others. Where possible we allow the children to sort out disagreements themselves and reach a solution by talking and compromising.
- On occasion it may be necessary to separate children from one another or if there is a situation where there is a risk of them causing the other/each other harm. If your child displays undesirable physical behaviour it will be noted on an incident form. This is used to record any form of undesirable physical behaviour that occurs during the day and may show a pattern or trigger which provokes the child negative behaviour, helping the staff to put strategies into place. The parent/carer will be asked to read an account of the incident and sign the form when collecting their child. The content of the form is kept confidential and will not be available to other parents/carers to read, due to the sensitive information it contains and our Data Protection Policy.

Pre-School Rewards

- Children are rewarded for good behaviour and work in a variety of ways including stickers, stamps, certificates etc.
- Use non-verbal behaviours such as high fives, thumbs up and smiles
- Each week children are selected by the staff to receive a Wow certificate.
- In Kindergarten we have a star of the day to reinforce and manage good behaviour.
- In Early Years we celebrate good behaviour by displaying ‘proud clouds’.

- Parents are encouraged to share wow moments that have occurred at home.
- Parents are encouraged to contribute on our Hopes and Dreams board.

Pre-School Rules/Values

- Are drawn up with children and explained regularly
- Are few in number
- Are worded positively and shared with parents/carers

Pre-School Activities

- The use of specific stories which raise moral issues
- The use of stories pictures or equipment to highlight the differences of race, culture or physical disability as starting points for individuals or groups of children
- Art and craft activities where the children are given the opportunity to work cooperatively on a project as well as individually
- Imaginative play situations which promote an awareness of the needs of others and develop a caring attitude – hairdressers, vets, hospital, baby care
- Opportunities to help each other – dressing up, putting on aprons, sharing milk and food, serving
- Caring for pets, animals and wildlife

The named person for managing behaviour is **Mrs Khinda** and she will:

- Advise and support other staff on behaviour issues
- Along with each room leader will keep up to date with legislation and research relating to behaviour
- Support changes to policies and procedures in the Pre-School
- Access relevant sources of expertise where required and act as a central information source for all involved

Special Educational Needs

If a child has a special educational need and if there is also issues with their behaviour we will work closely with parents/carers, the SENCO and outside agencies to come up with strategies to help with the situation.

Bullying

Our approach to bullying is the same as the approach to any other unacceptable behaviour in that we will give the child a clear explanation of why we feel what he/she is doing is wrong.

Discussion will take place with all children involved and this will also include parent/carers.