



St Tudy Pre-school

Behaviour management

Our pre-school recognises the importance of positive and effective behaviour management strategies in promoting children's welfare, learning and enjoyment.

The aims of our Behaviour Management policy are to help children to

- Develop a sense of caring and respect for one another.
- Build caring and co-operative relationships with other children and adults.
- Develop a range of social skills and help them learn what constitutes acceptable behaviour.
- Develop confidence, self discipline and self esteem in an atmosphere of mutual respect and encouragement.

Behaviour Management Strategies

The pre-school, the manager and the staff team will manage behaviour according to clear, consistent and positive strategies. Parents/guardians/carers are encouraged to contribute to these strategies, raising any concerns or suggestions.

Behaviour management in the pre-school will be structured around the following principles:

- Staff and children will work together to establish a clear set of 'ground rules' governing all behaviour in the pre-school. These will be periodically reviewed so that new children have a say in how the rules of the pre-school operate.
- The pre-school's 'golden rules' will apply equally to all children and staff.
- Positive behaviour will be reinforced with praise and encouragement.
- Negative behaviour will be challenged in a calm but assertive manner. In the first instance, staff will try to re-direct children's energies by offering them alternative and positive options. Staff will be open in stating and explaining non-negotiable issues.
- If negative behaviour persists the child will be given the opportunity to sit down quietly and have some thinking time.
- When dealing with negative behaviour, staff will always communicate in a clear, calm and positive manner, using appropriate and constant language.
- Staff will make every effort to set a positive example to children by behaving in a friendly and tolerant manner themselves, promoting an atmosphere where children and adults respect and value one another.
- Staff will avoid shouting at work.
- Staff will facilitate regular and open discussions with children about their behaviour. This will help them to understand the negative aspects of their behaviour and enable them to have their say and be helped to think through the causes and effects of their actions.
- Staff will work as a team by discussing incidents and resolving to act collectively and consistently.
- Staff will try to discuss concerns with parents/guardians/carers at the earliest possible opportunity in an attempt to help identify the causes of negative behaviour and share strategies for dealing with it.
- Children who experience bullying, racism or other unacceptable behaviour will be given the confidence to speak out.
- Staff will encourage and facilitate mediation between children to try to resolve conflicts by discussion and negotiation.

- Children will be given the opportunity to use a sand timer to visually understand the concept of turn taking and sharing.
- Activities will be varied, well planned and structured, so that children are not easily bored or distracted.

Dealing with Negative Behaviour

When confronted with negative behaviour, staff will be clear to distinguish between 'disengaged', 'disruptive' and 'unacceptable' behaviour.

'Disengaged' behaviour may indicate that a child is bored, unsettled or unhappy. With sensitive interventions, staff will often be able to re-engage a child in purposeful activity.

'Disruptive' behaviour describes a child whose behaviour prevents other children from enjoying themselves. Staff will collectively discuss incidents and agree on the best way to deal with them.

'Unacceptable' behaviour refers to non-negotiable actions and may include discriminatory remarks, violence, bullying or destruction of equipment. Staff will be clear that consequences will follow from such behaviour, including in the first instance, temporarily removing a child from an activity session.

When an incidence of negative behaviour occurs, staff will listen to the child or children concerned and hear their reasons for their actions. Staff will then explain to the child or children what was negative about their behaviour and that such actions have consequences for both themselves and for other people.

Staff will make every attempt to ensure that children understand what is being said to them. Children will always be given the opportunity to make amends for their behaviour and, unless it is judged inappropriate, be able to rejoin the activity.

In the event that unacceptable behaviour persists, more serious actions may have to be taken, in accordance with the Suspensions and Exclusions policy. At all times, children will have explained to them the potential consequences of their actions.

The Use of Physical Interventions

Staff will use physical interventions only as a last resort and only then if they have reasonable grounds for believing that immediate action is necessary to prevent a child from significantly injuring themselves or others or to prevent serious damage to property.

Before reaching this stage, staff will have used all possible non-physical actions, such as dialogue and diversion, to deal with the behaviour. The child or children concerned will be warned verbally that physical intervention will be used if they do not stop.

A dialogue will be maintained with the child or children at all times, so that the member of staff can explain what they are doing and why they are doing it. Staff will make every effort to avoid the use of physical interventions if they are alone with the child or children.

Only the minimum force necessary to prevent injury or damage should be applied. For example, by diverting a child or children by leading them away by a hand or by an arm around their shoulders.

Staff will use physical intervention as an act of care and control and never punishment. Physical interventions will not be used purely to force a child to do what they have been told and when there is no immediate risk to people or property.

As soon as it is safe, the physical intervention should be gradually relaxed to allow the child or children to regain self-control.

The force of the physical intervention will be always appropriate to the age, size and strength of the child or children involved.

If staff are not confident about their ability to contain a particular situation or type of behaviour, consideration will be given to calling the Manager or, in extreme cases, the police.

Where a member of staff has had to intervene physically to restrain a child, the manager will be notified and the incident recorded on an Child Incident form, filed in the rainbow file. The incident will be discussed with the parent/guardian/carer at the earliest possible opportunity.

Staff and managers must ensure that corporal punishment is not used or threatened when managing children's behaviour within our pre-school. However, reasonable force will be used and staff can intervene to prevent children from injuring themselves or others or damaging property.

If a staff member commits any act of violence or abuse towards a child at our pre-school , serious disciplinary action will be implemented, according to the provisions of the Staff Disciplinary & Grievance Procedures Policy.

Covid 19

This is an unsettling time for young children. Practitioners are alert to the emotional well-being of children who may be affected by the disruption to their normal routine. Where a child's behaviour gives cause for concern, practitioners take into consideration the many factors that may be affecting them. This is done in partnership with the child's parents/carers and the principles of this procedure are adhered to.

This policy was adopted at a meeting of: St Tudy Pre-school

Held on:

Date to be reviewed:

Signed on behalf of the committee:

Name of signatory: Emma Sleeman

Role of Signatory: Chair, St Tudy Pre-school

Name of staff member / volunteer	Signature	Date