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Behaviour Management Policy

**Our Aim**

At Buxton Preschool we aim to work towards an environment in which children can develop self-discipline and self esteem in an atmosphere of mutual respect and encouragement. We understand that children flourish best when their personal, social and emotional needs are met and when there are clear and developmentally appropriate expectations for their behaviour. We believe in promoting and nurturing positive behaviour and are committed to teaching children how to behave in socially acceptable ways and to understand the needs and rights of others.

**Our Objectives**

Personal, Social and Emotional Development is a core element of the Early Years Foundation Stage. (EYFS) The EYFS states that “children must be provided with support which will help them to develop a positive sense of themselves and others, respect for others, social skills and a positive disposition to learn”. At Buxton Preschool, in line with the EYFS we aim to provide appropriate opportunities for all children to develop, taking into account children’s previous experiences and developmental stages. In our setting, we believe that in order to behave in socially acceptable ways and to understand the needs and rights of others children should:

* Be encouraged to have respect for themselves and treat other people with respect, kindness and tolerance.
* Speak appropriately and politely and be encouraged to use good manners, such as ‘Please’ and ‘Thank you’.
* Be good listeners and display a level of self control during circle time and story time, if developmentally appropriate.
* Begin to understand how to be fair by sharing and taking turns.
* Look after the toys and resources available to them and to take care of the Preschool environment.
* Be aware that there are different rules for playing indoors and outdoors, such as only walking inside and quiet voices.
* Have self confidence and high self esteem.

**Procedure**

A named person has overall responsibility for issues concerning behavior. It is the named person’s responsibility to keep up to date with legislation and research and to access sources of expertise on handling children’s behaviour.

At least one member of staff will undertake Step On Training through Norfolk County Council every three years,(when this training is available) and this training will be cascaded to all staff during staff meetings.

**Our Approach**

To support children’s development, staff at Buxton Preschool will:

* Provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
* Use a calm but fair approach when dealing with behaviour and strive to ensure that all rules are applied consistently so that the children feel secure in knowing what is expected of them.
* Help children to be polite by encouraging exchanges such as “Good morning” and “thank you”
* Help children to be fair when playing games and sharing toys, making sure there are enough resources so that a child does not have to wait too long for their turn and using a sand timer as a visual aid to taking turns.
* Give clear expectations so that children are aware of the boundaries.
* Give lots of praise and attention for efforts and achievement and reward behaviour that we want such as kindness and a willingness to share. Rewards need to be immediate, meaningful to the child, small and varied. They may include verbal praise such as “Thank you for picking up the toys”, a smile, thumbs up, or a high five, or a sticker, or opportunity to choose a story or an activity of their choice.
* Create a secure learning environment where all the children feel valued and welcomed as part of the Preschool community. Help them to develop their self esteem by encouraging their attempts and interests and giving time to listen to each individual child.
* Ensure that the setting, equipment and resources are in good order.
* Communicate with parents when there is a cause for concern over a child’s behaviour.
* When handling inappropriate behaviour we will help children to find solutions in ways which are appropriate for the child’s age and stage of development. Such solutions might include, for example, acknowledgement of feelings, an explanation as to what

was not acceptable, and what the child should have done or said when they got it wrong. It will always be made clear to the child that it is the behaviour and not the child that is unwelcome.

* Never use physical punishment. Physical intervention i.e holding, will be used only to prevent injury to the child, other children or an adult, or serious damage to property.

**Unacceptable Behaviour**

We understand that children misbehave because they have not learnt how to react to feelings and needs in acceptable ways. The most common needs and feelings that can trigger unacceptable behaviour are: attention, boredom, curiosity, imitation, self preservation, independence, anger, frustration, anxiety, fear, excitement and anticipation. Our children are very young and will display a range of behaviours at this age, most of which is to be expected, and especially when they are settling in. Staff expect to deal with normal age appropriate actions such as inappropriate shouting, having a tantrum, snatching and refusal to tidy etc. However we will not accept the following behaviours from children or adults:

* Use of rude, inappropriate or unkind language.
* Hitting, kicking, biting, spitting or other such physical responses.
* Racist or sexist remarks.
* Any behaviour which is to cause hurt, offence or intimidation to another person.

**Our Approach to Managing Unacceptable Behaviour**

The use of physical punishment, such as smacking or shaking is strictly forbidden. Staff will not threaten any form of punishment which could have an adverse impact on the child’s well being. Nor will they use techniques intended to single out and humiliate individual children. Staff will not shout in a threatening way in response to children’s behaviour.

We believe that all of our children and visitors need to be safe, and to know that the staff around them are able to manage them safely and confidently. Any visiting parents/carers should also follow our behaviour management policy whilst in setting.

In extreme circumstances where physical intervention is absolutely necessary to avert immediate danger of personal injury to any person (including the child) or to manage a child’s behaviour, only acceptable forms of intervention are used such as

* Open Mitts
* Closed Mitts

A written record of the intervention will be kept detailing the name of the child and members of staff involved in the intervention and the reason for the intervention. Under these circumstances Parents/carers will be informed of the intervention on the same day, or as soon as reasonably practicable.

**Managing Behaviour and Specific Language**

We handle children’s behaviour in ways which are appropriate to their ages and stages of development for example by using distraction, discussion or by withdrawing the child from the situation. Staff use specific language to reinforce positive behaviour. It must be clear to the child exactly what it is they are being praised for eg ‘well done for sitting still and listening to the story’ or ‘Well done, good sharing’. Likewise where age appropriate, children will be told immediately, what is unacceptable and why. This will be done quietly, firmly and consistently. Children will be encouraged to discuss how they feel. Staff will make it clear that it is the behaviour which is unacceptable, not the child. Staff will always attempt to use non-confrontational language eg ‘when sand is thrown…..’ instead of ‘when YOU throw sand……’ and will be careful to label the behaviour not the child eg ‘I don’t like it when…….’ Or ‘it’s not okay to……’

**Working Together**

We work in partnership with Parents. Parents are informed about their child’s behaviour by their key person. We work with parents to address recurring unacceptable behaviour, to help us understand the cause and decide jointly how to respond appropriately, such as developing a support plan if relevant. It may be agreed that the Early Years Help Process should begin and that specialist help be sought for the child. It may also be agreed that that the child should be referred for an education health and care assessment.

**A named person has overall responsibility for issues concerning behaviour.**

Our named person is …………………………….

The role of the named positive behaviour management person in the Preschool is:

● To make sure that all staff are consistent and work together in their approach to dealing with children’s behaviour.

● To encourage and guide the staff team in being positive role models.

● To encourage and guide the staff team in following agreed strategies for managing unwanted behaviour, such as distraction, ignoring, and ‘cool down’ time.

● To make sure that parents/carers are told about their child’s unwanted behaviour at the right time and in a respectful way, remembering to ensure privacy and confidentiality when the discussion is taking place.

● To make sure that staff record and monitor incidents of unacceptable behaviour.

**Challenging unwanted behaviour from adults in the setting**

Buxton Preschool will not tolerate behaviour from an adult who demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group. This includes negativity towards groups and individuals living outside the UK. This also applies to the same behaviour if directed towards specific groups of people or individuals who are British citizens residing in the UK.

Allegations of discriminatory remarks made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises and in the case of a staff member, disciplinary measure being taken.

Where a parent makes a discriminatory or prejudice remarks to staff at any time, or other people while on the premises, this is recorded on the child’s file and is reported to the setting manager. The procedure is explained and the parent asked to comply while on the premises. The second stage comprises of a letter to the parent requesting them to sign a written agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner. The third stage may be considering withdrawing the child’s place.