



FOREST ROW COMMUNITY PRE-SCHOOL POLICIES BEHAVIOUR MANAGEMENT

Statement of Intent: Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Aim: We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management behaviour exist within the programme for supporting personal, social and emotional development.

Methods: All our staff have responsibility for our programme in supporting each child's personal, social and emotional development, including issues concerning behaviour.

- All staff are required to keep up to date with legislation, research and thinking on promoting positive behaviour within the programme.
- We ensure that all staff have the relevant in-service training on promoting positive behaviour.
- We recognise that codes for interacting with other people may vary between cultures and all staff are required to be aware of, and respect those used by members of our setting.
- We require all staff and volunteers to provide a positive model of behaviour by treating children, parents, carers and one another with friendliness, care and courtesy.
- We ensure all new staff members and volunteers familiarise themselves with our settings behaviour policy and its guidelines for behaviour. We therefore expect all members involved at Forest Row Community Pre-school to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with our children's parents. Parents will be regularly informed about their child's behaviour by their Key Worker. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to jointly decide how to respond appropriately. Parents should also frequently be involved in celebrating good behaviour and effort so that at all times parents and staff present a united and consistent interest in the children's welfare and progress.

Strategies with children who engage in inconsiderate behaviour:

- We require all staff and volunteers to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions may include, for example, acknowledgement of feelings, explanations as to what is not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.

- We will ensure that there enough popular toys, resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge and encourage considerate behaviour such as kindness and willingness to share.
- We support each child within our setting in developing self esteem, confidence and feelings of competence.
- We support each child in developing their sense of belonging within our pre-school so they will always feel valued and welcomed.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in an inconsiderate way, our staff help them to understand the outcomes of their actions and support them in learning how to cope more appropriately.
- We never send children out of a room by themselves.
- We never use physical punishment, such as smacking or shaking.
- We do not use techniques intended to single out or humiliate individual children.
- We may use physical restraint, such as holding, **only** to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our Supervisor and are recorded in the child's personal file. We ensure that the child's parents are informed on the same day as the occurrence.
- In cases of serious misbehaviour, such as racial or other abuse, we make it clear immediately that this behaviour and attitude is unacceptable, by means of explanations rather than personal blame.
- We **do not** shout or raise our voices in a threatening manner to respond to the children's inconsiderate behaviour.

Children under three years:

- When children under three behave in an inconsiderate way we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress and will require sensitive adults to help them with this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting, or fighting, with our staff remaining calm and patient they will offer comfort to these intense emotions, helping each individual child to manage their feelings and talk about them to help resolve issues and promote understanding.
- We acknowledge and encourage good and considerate behaviour by giving praise and by giving rewards as appropriate.

Strategies for children who engage in good behaviour:

- Good behaviour should be encouraged at all times

- Good behaviour is defined as polite manner of speech and deed and consideration for the safety, needs and feelings of others.
- Staff can help to promote such behaviour by always using a polite and respectful manner with the children, by praising effort, thoughtful actions or sharing of toys, and by giving 'smiley' badges for outstanding effort or thoughtfulness.
- Whenever an opportunity presents itself staff should talk about safe behaviour and safety should frequently feature within the planned topics or activities. Subjects covered should include road safety, hand washing, dental health, food and diet, kitchen safety, stranger danger, care of animals and others.

Date Prepared	Reviewed	Next Review
January 1996	January 1998	March 2006
	January 2000	
	January 2002	
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