



BEHAVIOUR MANAGEMENT POLICY

Statement of intent

Teston and Wateringbury Preschool 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 the management of behaviour exist within the programme for supporting personal, social and emotional development.

Every member of staff has an important role to play in ensuring our behaviour management policy is effectively implemented and continually reviewed. The manager keeps up-to-date with relevant legislation, courses, strategies and good practice about promoting positive behaviour and handling children's behaviour. The manager provides guidance to other staff on behaviour management issues at our termly staff meetings.

Method

- 1) We believe in maintaining a structured environment in which everyone understands what is expected of them. For example, the children must understand the rules concerning the sand box before they begin to play. This way the children are free to play and develop their skill without the fear of being hurt by anyone else. The principles guiding the management of behaviour exist within the programme for supporting personal, social and emotional development.
- 2) In order to maintain such an atmosphere:
 - a) The rules governing the pre-school are discussed and agreed by members of staff
 - b) All newcomers are given an explanation of our rules and policy.
 - c) All adults are responsible for consistently enforcing the rules.
 - d) Friendliness, courtesy and respect from the adults provide positive examples for the children.
 - e) Good behaviour is praised and reinforced and we avoid only commenting on undesirable behaviour.
 - f) We encourage responsibility by, for example, involving the children in tidying up and learning how to look after themselves and pets.
 - g) We encourage a sharing attitude.
 - h) We are committed to working in partnership with parents/carers to resolve any behaviour management issues.

- 3) Our preschool strongly believes in:
- a) Never using or threatening physical punishment. (*The use of physical punishment is an offence under regulations made under the Childcare Act 2006*)
 - b) Never sending a child away - i.e. never out of the room by themselves.
 - c) Never using humiliation – ie a naughty chair.
- 4) The staff may wish to set up a meeting with the parents of a child to discuss unacceptable behaviour. In any event parents are regularly informed about their children's behaviour by their Key Person.
- 5) In the case of bad behaviour i.e sand throwing, the child is given one to one support to discuss what is wrong with their behaviour, what effects it can have on other people and how to improve it. We emphasise that it is the behaviour and not the child which is unwelcome. The parent will be informed of the instance of bad behaviour and how it was dealt with at the end of the session.
- 6) If a child's behaviour does not improve then the manager and parent will agree a plan of action. Suggested plan of action :-
- Keep diary of events / key points
 - Inform parent verbally after each session, confirm in writing
 - Hold meeting with parent to decide further action – confirm in writing
 - Take action agreed
 - Document action for pre-school records
 - Confirm in writing to parent when action taken.
- 7) Physical intervention will only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult or to prevent serious damage to property. Any occasion where physical intervention is used to manage a child's behaviour will be recorded. Parents will then be informed about it on the same day.

Bullying

We take bullying very seriously. Neither bullying nor discrimination of any kind will be tolerated. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another.

Bullying usually occurs in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

If a child bullies another child or children:

- We show the children who have been bullied that we are able to listen to their concerns and act upon them:
- We intervene to stop the child who is bullying from harming the other child or children;
- We explain to the child doing the bullying why her/his behaviour is not acceptable;
- We give reassurance to the child or children who have been bullied;

- We help the child who has done the bullying to recognise the impact of their actions;
- We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- We do not label children who bully as 'bullies';
- We recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just hurtful to the bullied child as is the original behaviour;
- We discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour;
- We share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.