

# Behaviour Management Policy and Procedure



At Burton Pre-School Playgroup we believe that children and adults flourish best in an environment in which everyone knows what is expected of them and children are free to develop their play, learning without fear of being hurt or hindered by anything or anyone else.

We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

In order to achieve this:

Our golden rules covering the conduct of the group and the behaviour of the children have been discussed and agreed within the pre-school. Our Golden Rules are explained to all newcomers, both adults and children.

These Golden Rules are:

**Walking feet in pre-school**

**We share the toys**

**Listen to others**

**Kind hands and feet**

**Kind words**

All adults in the pre-school will ensure that the rules are applied consistently so that children have the security of knowing what to expect and can build up useful habits of behaviour.

All adults will provide a positive role model for the children with regard to friendliness, care and courtesy.

Adults in the pre-school will praise and endorse desirable behaviour such as kindness, good manners and willingness to share.

We will take positive steps to avoid a situation in which children receive adult attention only in return for unacceptable behaviour.

When children behave in unacceptable ways:

- There will never be any cause for just one member of staff to be responsible for the behaviour management of any child
- Physical punishment, such as smacking or shaking will never be used or threatened.
- Adults will not shout, or raise their voices in a threatening way (but may need to make themselves heard).

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- Children will never be sent out of the room by themselves, but may be asked to find another activity as a form of distraction.
- Techniques intended to single out and humiliate individual children such as 'the naughty chair' or 'naughty step' will not be used.
- Children will be reminded of the Golden Rules at pre-school and why we have them. They will be helped to understand the effects of their behaviour on others. This will be done at a level appropriate to their understanding and needs.
- Training or coaching will be made available to all staff on aspects of behaviour management, including cultural and special needs expectations.
- Recurring problems will be tackled by the whole pre-school, and in partnership with the child's parents to help change the unwanted behaviour, and helping the child form better habits and skills to deal with their emotions.
- Adults will be aware that some kinds of behaviour may arise from a child's special needs, as well as recognising that children are learning to deal with a range of emotions and feelings. Changes in routines, family structure, bereavement, environment can all be factors that affect a child's behaviour.
- Physical intervention if appropriate will be used with the minimum of force for the minimum time. This will only be used if a child is at risk of harm such as a child running into a road, preventing injury or damage to themselves or others, for example if a child is having a temper tantrum. Such incidents will be recorded and information shared with the child's parents on the day the incident occurred. This will either be on collection of the child or on the telephone.

## Behaviour Management Procedure

1. Approach calmly, stopping any hurtful actions or language- A calm manner reassures children that things are under control and can be worked out to everyone's satisfaction.
2. Acknowledge feelings- Children need to express their feelings before they can let go of them and think about possible solutions to the problem.
3. Gather information- Adults are careful not to make assumptions or take sides. We ask open- ended questions to help the children describe what happened in their own words.

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4. Restate the problem- Using the information provided by the children, the adult restates the problem, using clear and simple terms and, if necessary, rephrasing hurtful words.
5. Ask for ideas for solution and choose one together- Adults encourage children to suggest solutions, helping them put them in practical and concrete terms. We accept their ideas, rather than impose our own, thus giving children the satisfaction of having solved the problem.
6. Give follow up support as needed- Adults help children begin to carry out their solution, making sure that no-one remains upset. If necessary, we repeat one or more steps until all the children return to their play.
7. If negative behaviour continues we may ask the child/children involved to sit out of their activity for a short time to allow appropriate 'thinking time'.
8. In extreme cases and after previous steps have been followed without success the child/children may be taken away from the situation, where the adult will talk to the child/children without any distractions. (This may also be for the safety of the child or surrounding children.) Again if necessary, we repeat one or more steps until all the children return to their play.

Pre-school staff are available at any time to discuss concerns.

The nominated Behaviour Management Officer is Karen Simmonds.

**'Parents are requested to show patience and understanding where the behaviour of any young child is concerned and to support staff with strategies to reduce any hurtful behaviour within the setting. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.'**