

# **WHITLEY LODGE UNDER FIVES**

## **BEHAVIOUR POLICY**

### **Statement of intent**

Our Pre-school believes that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else. This policy recognises the importance of a consistent approach from all caregivers, shares information about our procedures and routines with parents and carers and has regard to Ofsted requirements (Statutory framework for the EYFS)

### **Legislation and references**

Statutory framework for the EYFS 2025

Anti-bullying Policy

Safeguarding Children Policy

### **Aims**

The Pre-school aims to promote an environment where children develop acceptable behaviour, self-discipline and self esteem by having consistent and clear boundaries. Children and adults within the group are encouraged to respect the needs of others, in line with the Early Learning Goals for Personal, Social and Emotional Development. Staff will provide a safe, caring and stimulating environment. Staff will provide a consistent approach to the positive management of children's behaviour. The Pre-school will work in partnership with parents, other professionals and outside agencies.

### **Named Person**

In line with Ofsted recommendations we have a named person responsible for behaviour issues who will ensure we have a relevant and positive behaviour policy which is put into practice and revised regularly. He/she will keep her/himself up to date with legislation and research and thinking on children's behaviour. The named person will also liaise with and advise others e.g. parents, colleagues, and if necessary will work with outside agencies and other professionals. He/she will check that all staff have relevant training on handling children's behaviour and keep a record of staff attendance at this training.

### **The Pre-school's expectations of behaviour**

We will:

- Expect behaviour to be age appropriate
- Expect children and adults to treat others in the environment with respect
- Recognise that the inappropriate behaviour is unwanted, never the child
- Recognise that behaviour is usually a choice and individuals are responsible for their own behaviour
- Encourage children to resolve minor disputes themselves with an adult there for guidance
- Expect that adults should provide good role models for children's behaviour and should treat others with respect
- Understand that some behaviour may arise from a child's additional needs
- Understand and recognise that there could be external factors affecting the child's behaviour such as moving house or family bereavement
- Recognise that codes for interacting with other people vary between cultures and require staff to be aware of – and respect – those used by members of the Pre-school.

### **Methods used to promote positive behaviour**

- Positive behaviour is encouraged and valued in order to promote self-esteem.
- We aim to provide a positive environment where children are valued.
- Children have routine and structure to the session with clear rules and expectations.
- Specific times within the session will be used to promote positive behaviour and explain expectations e.g. circle time, story time.
- There will be a consistency of approach by all caregivers.
- Strategies used will be age appropriate and reflect children's level of understanding. (see Appendix)
- Positive behaviour will be reinforced by verbal and non-verbal praise.
- Children will be supported in learning to share and negotiate.
- Children will be reminded of the rules.
- Children will be distracted from undesirable behaviour.
- Staff will work in partnership with parents, colleagues and children to promote positive behaviour.
- Staff will use a gentle, calm, child friendly approach and age appropriate reaction to undesirable behaviour and encourage positive behaviour
- Acknowledge the child's feelings eg "I can see you are feeling sad". At circle time discuss feelings and use emotion cards for non-verbal children.
- Involve children in decision making such as choosing a story or song or changing the home corner, helping to build their self-esteem
- Use turn taking and sharing activities to encourage co-operative experiences and collaboration
- Give the children plenty of opportunities during the session and at circle times to express their opinions and views
- Provide lots of play opportunities to incorporate different cultures and religions eg celebrating Chinese New Year to help educate children of other children's experiences.

### **Rewards and sanctions**

Positive behaviour will be rewarded with a positive reaction. This could be:

- Verbal praise
  - Non-verbal praise/recognition e.g. thumbs up, smiles, high fives or clapping
  - Stickers
  - Additional tasks or responsibilities e.g. being the leader of the line
- Rewards give children ownership of their behaviour and leads them to value their own positive behaviour which in turn gives them a sense of their own worth and importance.

Where the situation demands it appropriate sanctions will be used:

- Time out - a brief spell (one minute for each year of child's age) removes from a difficult situation gives time for reflection and calming of emotions
- Withdrawal of favoured activity for short period of time
- Withdrawal of interaction for short period of time
- Parent informed of behaviour at collection time

**Physical punishment of any kind will not be used** which includes: hitting, smacking, shaking, biting, treating a child roughly, humiliation, sarcasm, belittling, frightening, depriving from or forcing a child to eat or drink. We never send children

out of the room by themselves. We will also strive not to set unrealistic expectations for children's behaviour.

If physical intervention is needed to prevent the child from causing injury to him/her or others, minimum force will be used to restrain the child for the minimum time. This will only be used after de-escalation strategies have been tried such as distraction and redirection. Any physical restraint will be recorded in the incident book and shared with parents. (EYFS Safeguarding and Welfare requirements).

### **What constitutes unacceptable behaviour?**

The Pre-school recognises that all children demonstrate unwanted behaviour at some time as part of the development process. However when this behaviour becomes a problem for the child, other children or the adults in the setting then it will be necessary to use strategies to manage and modify the unwanted behaviour.

Some behaviour will always be considered unacceptable:

- Racist comments
- Bullying
- Harassment
- Name calling
- Causing deliberate harm to others, either physical or emotional

### **Recording**

- Incidents will be recorded in the incident book and parents will be informed.
- Observation sheets will be used to observe a child if a particular behaviour is repeated. Frequent episodes of unwanted behaviour will be monitored using the ABC sheets to help identify any patterns or triggers to the behaviour and to assist with the prevention and management of the behaviour.

### **Partnership with parents**

The Pre-school recognises the importance of parents as the prime educators of their children and therefore working in partnership with parents is vital. Parents are informed of the setting's behaviour policy and know that we value and model positive behaviour management strategies. We work with parents to provide a consistent approach to unwanted behaviour.

Parents will be informed where there are incidents of unwanted behaviour and where any physical restraint has been required to prevent injury to their child or others. This information will be shared sensitively as staff are aware that behaviour is an emotive issue and of the impact this may have on parents.

Parents will be informed (sensitively) if it is felt that behaviour management charts or ABC observations are necessary and will receive feedback.

Staff will be happy to discuss strategies and approaches to positive behaviour management with parents and to work with them to use them consistently.

If a child's behaviour requires formal monitoring, parents will be given regular opportunities to meet staff and share and review progress.

If, following formal monitoring, a child's behaviour still gives cause for concern then outside professionals will be consulted only after discussion and consent of parents.

### **Training**

The Pre-school recognises that all staff members require on going training to keep up to date with strategies of behaviour management. The staff team meet regularly and discuss any behavioural issues to establish strategies and to ensure a consistent

approach.

**Evaluation**

To ensure our aims are met and in order reflect changes in legislation our Policy is constantly under review. If any parents have concerns about how behaviour is managed they are welcome to make suggestions or complaints can be handled using the complaints procedure.

The named person for behaviour management is Joanne Cameron