



BEHAVIOUR POLICY

We believe that children flourish best when they know how they are expected to behave. Children gain respect through interaction with caring adults who show them respect and value their individual personalities. Positive, caring, and polite behaviour will be encouraged and praised at all times in an environment where children learn to respect themselves, other people, and their surroundings.

Behaviour representative

Yellow Brick Rd's behaviour representative will keep up to date with legislation and research and support changes to policies and procedures in the pre-school. The representative's role is to access relevant resources of expertise on handling children's behaviour, attend regular external training events and share relevant information to other practitioners. A record will be kept of staff attendance on training we recognise that codes for interacting with people vary between different cultures and staff are required to be aware of this and respect those who access the pre-school.

Promoting positive behaviour in all our children

Positive behaviour is valued and encouraged, and we believe that children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the pre-school we aim to set these boundaries in a way which helps children to develop a sense of significance of their own behaviour. Restrictions on a child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

We aim to:

- Recognise the individuality of all our children.
- Encourage self-discipline, consideration for each other, our surroundings and property.
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills and provide opportunities for children to become aware of their own feeling and the thoughts and feelings of others.
- Encourage all our children to share and take turns and when they are older to negotiate and cooperate with each other.
- Guide our children to actively listen, interpret and respond to what they hear in everyday exchanges.
- Work in partnership with parents and carers by communicating openly.
- Praise children and acknowledge their positive action and attitudes. We hope to ensure that children see that we value and respect them.

- Ensure the children receive positive feedback through verbal communication, facial expression, stars, smiley stickers, and certificates.
- Encourage all staff working with the children to accept their responsibility for implementing the goals in the policy.
- Promote non-violence and encourage children to deal with conflict peacefully.
- Provide a key person system approach enabling staff to build a strong positive relationship with children and their families.
- Ensure practitioners refrain from describing a child as 'naughty' or 'bad'. A practitioner may raise their voice in the interests of safety or the well-being of children in their care, or to enable their instruction or response to be heard.
- Encourage children to develop non-aggressive strategies to enable them to stand up for themselves so that adults and children listen to them. They need to be given opportunities to release their feelings creatively.

Procedure for responding if challenging behaviour occurs

It is acknowledged that even though we follow the strategies above, challenging behaviour may occur from time to time as a child interacts with their environment. Challenging behaviour may be described as; inappropriate, unwanted, or disruptive and in extreme cases unacceptable. In this context, this includes any form of verbal or physical behaviour that is unfair or selfish. It includes bullying, swearing, interfering, intimidation, aggression as well as vandalism or uncontrollable behaviour likely to cause distress, anxiety or danger to others and themselves.

Practitioners will use several strategies for this behaviour if and when it occurs. These strategies are:

- Immediate verbal response, never anger, to avoid accident or injury.
- Explanation, this can make the child aware of inappropriate behaviour and why the behaviour was unacceptable. It will always be made clear to the child or children in question, that it is their behaviour and not themselves that is unwelcome.
- Comfort and encouragement can help if it is caused by insecurity or frustration.
- Re-direction offers a distraction and a chance to make a fresh start if needed, if unacceptable behaviour persists, the child will be withdrawn from the activity or group for a short period and offered something else.
- Time out, offers the child a quiet area until they recover their composure.
- Consistency, practitioners, and parents will work together to promote positive behaviour.

We will follow these procedures in a way that is appropriate to the maturity and needs of the child and the misdemeanour.

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, an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour will be recorded and parents will be informed about it on the same day. Practitioners will not threaten or give corporal punishment to any child within the setting nor threaten any form of punishment which could have an adverse impact on the child's well-being.

In some circumstances it may be necessary to send the child home if none of the strategies are working with them. Plans will then be made with the parents to work together to help with the child's behaviour going forward.

Partnership with parents and external agencies

Parents will be informed if their child is persistently unkind to others or if their behaviour has been inappropriate. In all cases inappropriate behaviour will be dealt with in the pre-school at the time it occurs. Parents will be asked to meet with staff to discuss their child's inappropriate behaviour so that if there are any difficulties, we can work together to ensure consistency in approaches between home and pre-school. Confidential records will be kept on any challenging behaviour that has taken place. Parents will be informed and asked to read and sign any entries concerning their child. Through partnership with parents and formal observation staff will make every effort to identify the unwanted behaviour and the cause of that behaviour. From these observations and discussion an individual behaviour modification plan will be implemented. If necessary, we will contact with appropriate professionals to help us positively manage challenging behaviour. Additional information and resources can support positive behaviour.

If more extreme or frequent challenging behaviour occurs the parents will be informed at an early opportunity and the behaviour of the child is discussed. The manager will offer a meeting with the parents to discuss what acceptable behaviour is and discuss strategies to resolve the issue and improve their child's behaviour. This may take the form of an agreed and co-signed action plan. The parent will be encouraged to work with their child to show them that their behaviour is challenging. In extreme cases if a parent refuses to work with the pre-school and external agencies to improve their child's behaviour the parent will be expected to attend a meeting at the setting to hear the concerns the setting have regarding the behaviour and discuss the next steps that will be taken to address these concerns.

It is our overriding policy that by positively promoting good behaviour, working with parents, valuing co-operation and by helping children to develop caring attitudes we will ensure that children develop as responsible members of society.

This Policy was adopted in January 2020

Policy reviewed January 2021

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