



<b>BEHAVIOUR MANAGEMENT POLICY AND PROCEDURE</b>	<b>Effective date: 19 February 2018</b>
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## **BEHAVIOUR MANAGEMENT POLICY**

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by 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**

- Rules governing the conduct of the group and the behaviour of the children have been set in place. These are explained to newcomers both children and adults.
- Procedures governing the conduct of adults within the group have been established in the form of a Code of Conduct, signed and accepted by all members of staff. (Appendix VIII)
- All adults in the preschool 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 try to provide a positive model for the children with regard to friendliness, care and courtesy.
- Adults in the preschool will praise and endorse desirable behaviour such as kindness and willingness to share.
- We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.

### **WHEN CHILDREN BEHAVE IN UNACCEPTABLE WAYS:**

- Adults will not shout or raise their voices in a threatening way.
- Children will never be sent out of the room by themselves.
- Physical punishment such as smacking or shaking, will be neither used nor threatened.
- Techniques intended to single out and humiliate individual children such as the “naughty chair” will not be used.
- Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children’s level of understanding and maturity.
- Adults in the preschool will make themselves aware of, and respect, a

- range of cultural expectations regarding interactions between people.
- Adults will be aware that some kinds of behaviour may arise from a child's special needs.
  - Children who misbehave will be given one to one adult support in seeing what was wrong and working towards a better pattern. Explaining why we do not indulge in the 'negative action' to a child and showing them the required 'positive action'
  - Where appropriate this might be achieved by a period of "time out" with an adult, by being excluded from equipment they have been destructive to, or play in which they have been disruptive to and taken to another activity.
  - In cases of serious misbehaviour, such as racial or other abuse,(or biting another person), the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame. Parents will automatically be consulted.
  - In cases of aggressive behaviour towards another, then comfort is given first to the 'hurt' child. Explanation is then given as to why we do not harm another person. If the aggression continues the same procedure is followed but the child is then excluded from playing with that child or in the activity. It may be necessary to have time out with an adult and be excluded from play for a few minutes to get the point across. If this stage becomes necessary the parents will automatically be consulted and positive monitoring and action will be discussed.
  - Recurring problems will be tackled by the whole preschool, in partnership with the child's parents, using objective observation records to establish an understanding of the cause. These may include; involving Health Visitors, seeking help from Social Services or other Specialists, and can consider other resources in consultation with both Specialists and Social Services.