

Under Fives Roundabout Behaviour Management Policy

Policy No: 1:15

Last reviewed: November 2009

To be reviewed by: November 2010

Responsible member of staff: Zoe Norman

Responsible member of committee:

Behaviour management policy

Statement of intent

Our Pre-School/Playgroup 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.

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1. Child development	2.2 Parents as partners	3.2. Supporting every child	4.4. Personal, social and emotional development
1.2. Inclusive practice	2.3. Supporting learning	3.3. The learning environment	
1.3. Keeping safe			

Aim

We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment.

Methods

1. We have a named person, Zoe Norman, who has overall responsibility for issues concerning behaviour.
2. We require the named person to:
 - keep her/himself up-to-date with legislation and research and thinking on handling children's behaviour;
 - access relevant sources of expertise on handling children's behaviour; and
 - check that all staff have relevant in-service training on handling children's behaviour.We keep a record of staff attendance at this training in the staff file
3. We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
4. We require all staff, volunteers and students to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's ages and stages of development - for example distraction, praise and reward.
5. We familiarise new staff and volunteers with the Pre-School/Playgroup's behaviour policy and its rules for behaviour.
6. We expect all members of the Pre-School/Playgroup - children, parents, staff, volunteers and students - to keep to the Golden Rules (displayed on noticeboards), requiring these to be applied consistently.
7. We praise and endorse desirable behaviour such as kindness and willingness to share.
8. We avoid creating situations in which children receive adult attention only in return for undesirable behaviour.
9. We 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/Playgroup.
10. When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.
11. We never send children out of the room by themselves.
12. We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
13. We do not use techniques intended to single out and humiliate individual children.
14. We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our Pre-School/Playgroup leader and are recorded in triplicate: one copy is sent home, one copy is kept in child's file and another in the incident file. A parent is informed on the same day and signs the Incident Book to indicate that he/she has been informed.
15. In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of

explanations rather than personal blame.

16. We do not shout or raise our voices in a threatening way to respond to children's behaviour.
17. We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development - for example by distraction, discussion or by withdrawing the child from the situation.
18. We work in partnership with children's parents. Parents are regularly informed about their children's behaviour (desirable or otherwise) by their key person. We work with parents to address recurring unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately.
19. If appropriate we collaborate with other settings our children attend or seek advice from outside agencies on aspects of behaviour management.
20. Where necessary we draw up a behaviour plan with the parents, using observations to inform and review on a regular basis.

Bullying

Bullying is when a child or group of children make an individual feel less important or inferior, it involves the persistent physical or verbal abuse of another child or children. We take bullying very seriously.

If a child bullies another child or children:

- we intervene to stop the child harming the other child or children;
- we give reassurance to the child or children who have been bullied;
we explain to the child doing the bullying why her/his behaviour is inappropriate;
- we help the child who has done the bullying to say sorry for her/his actions;
- we make sure that children who bully receive praise when they display acceptable behaviour;
- we do not label children who bully;
- when children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour; and
- when children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving, what action has been taken and what the child or children can expect to happen when they next go to Playgroup/Pre-School.

Reviewed October 2008