

Ilkley Pre-School Playgroup

Achieving Positive Behaviour Policy

Policy Statement

Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

Procedures

We have a named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

Our named person:

Tracy Fearnley

We require the named person to:

- Keep herself up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
- Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development; and
- Check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of all staff attendance at this training.

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 setting.

We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and on another with friendliness, care and courtesy.

We familiarise new staff and volunteers with the settings behaviour policy and its guidelines for behaviour.

We expect all members of our setting – children, parents, staff, volunteers and students – to keep to the guidelines, requiring these to be applied consistently. We work in partnership with children’s parents. Parents are regularly informed about their children’s behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour

We require all staff and volunteers to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children’s ages and stages of development.

We acknowledge considerate behaviour such as kindness and willingness to share.

We support each child in developing self-esteem, confidence and feelings of competence.

We support each child in developing a sense of belonging to our group, so that they feel valued and welcome.

When children behave in inconsiderate ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately.

We never send children out of the room by themselves, nor to be use a ‘naughty chair’ or a ‘time out’ strategy that excludes children from the group.

We never use physical punishment, such as smacking or shaking. Children are never threatened with this.

We do not use techniques intended to single out and humiliate individual children.

We use physical restraint, such as holding, only 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 setting leader and are recorded in the child’s personal file. The child’s parent is informed on the same day.

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 explanation.

We do not shout or raise our voices in a threatening way to respond to children’s inconsiderate behaviour.

Children under three years

When children under three behave in inconsiderate ways we recognize that strategies for supporting them will need to be developmentally appropriate and differ from those for other children.

We recognise that younger children are unable to regulate their own emotions, such as fear, anger or distress, and require a sensitive approach from adults to help them do this.

Common inconsiderate or hurtful behaviour of young children include tantrums, biting or fighting. Staff remain calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

This policy was adopted at a meeting of Ilkley Pre-School Playgroup

Held on: _____

Date to be reviewed: _____

Signed on behalf of the management committee:

Name of signatory: _____

Role of signatory: _____