

EQUALITY OF OPPORTUNITY

Behaviour Management (including lead person)

Statement of intent

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

Aim

At Dundry Pre-school we take a developmental approach to the management of children's behaviour and support them to understand their feelings throughout their time at our setting. We adjust our expectations and techniques in line with children's developmental needs. We promote positive behaviour through a range of positive strategies. By giving positive feedback and having clear expectations, our feelings and behaviour support policy and techniques are promoted to; parents, students, volunteers and visitors. We ensure that all of our staff implement this policy and supporting techniques.

Method

We will meet this aim through the following procedures:

- [We have a named person, **Rebecca Bragg**, who has overall responsibility for promoting positive behaviour strategies. Our behaviour management lead has the necessary skills to advise other staff on supporting feelings and behaviour as they have attended Local Authority approved behaviour management training and regularly attends Local Authority INCCO clusters.
- [This designated staff member is required to:
 - Keep 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.
 - Check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- [We recognise that codes for interacting with other people may vary between cultures and ensure these are respected and valued.
- [We familiarise new staff, students, volunteers with our behaviour management policy and its guidelines for behaviour. .
- [We expect all members of our setting - children, parents, staff, volunteers and students - to adhere to these guidelines, requiring them to be applied consistently at all times.
- [We work in partnership with children's parents. A child's Keyperson regularly engages parents in discussions about their child's feelings and behaviour. If we feel a child needs support around feelings and behaviour we will ensure we have gathered observations to share with parents and work with them to support the child appropriately in the setting and at home.
- [We use praise and encouragement to reward positive behaviour.
- [We build respectful relationships between children and families, through our keyperson system.
- [We anticipate when behavioural issues may occur and all staff are aware of agreed strategies to support the child.
- [We support children to understand boundaries within the setting and all staff apply this consistently.
- [We ensure that our routines enable children to feel safe and secure.
- [Adults within the setting model positive behaviour to others.

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- [We reward achievements and positive behaviour with stickers and certificates. These achievements and positive behaviour are reported to parents.
- [Most importantly we smile at children and make it clear that we like them and enjoy spending time with them, whilst making time for fun and laughter.
- [All adults, parents, careers are encouraged to only use positive statements when talking about children in the setting.

We aim to use positive pro-active strategies to promote positive behaviour in children, and set these strategies within our programme for personal, social and emotional development. These include:

- [supporting each child in developing self-esteem, confidence and feelings of competence;
- [supporting each child in developing a sense of belonging in our group, so that they feel valued and welcome;
- [acknowledging considerate behaviour such as kindness and willingness to share;
- [acknowledging children's considerate behaviour towards another who is hurt or upset
- [providing activities, games and opportunities that encourage co-operation and working together;
- [ensuring that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns;
- [avoiding creating situations in which children receive adult attention only in return for inconsiderate behaviour;
- [Looking at the children's needs during levels of high intake and adjust our daily routine accordingly.
- [If a child's behaviour is causing concern adults working within our setting will explore why a child's responses are in a particular way and use this information to inform the strategies to be implemented by all.

We do not:

- [Use or threaten to use physical punishment, such as smacking, shaking or any punishment which could adversely affect a child's well-being.
- [Use techniques intended to single out and humiliate individual children, such as ridicule or sarcasm.
- [Use physical restraint, such as holding, unless to prevent physical injury to children or adults and/or serious damage to property.
- [Shout or raise our voices in a threatening way to children.

At Dundry Pre-school we take all reasonable steps to ensure that corporal punishment is not given by any person who cares for and is in regular contact with a child. If we are concerned that this is taking place we will follow our Safeguarding Children Procedure.

Partnership with the Area SENCO

The Area SENCO works for North Somerset Early Years Team and helps make the links between education, health and social care to facilitate appropriate early provision for children with SEN and their transition to compulsory schooling. The role of the Area SENCO can include support with monitoring children's behaviour; this may not always be around a Special Educational Need or Disability. The Area SENCO can help by looking at contributing factors, observation and techniques to support positive behaviour. If additional support or resources for the child are required this may be carried out in conjunction with our SEND and Inclusion Policy.

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Key strategies

- [Where possible we use the conflict resolution – problem solving approach 6 steps
 1. Approach calmly
 2. Acknowledge feelings
 3. Gather information
 4. Restate the problem
 5. Ask for solutions
 6. Be prepared to give follow-up support

- [We use distraction where appropriate to divert children from poor or inappropriate behaviour by either giving them focused attention or simply turning their attention to something else

- [We use a 'Thinking Spot / Chair' (as opposed to 'time out') to modify behaviour for more serious or challenging behaviours within setting. We remove the child from whatever they are doing and insisting he/she sits in a safe place for a period of time. The adult in these circumstances will ignore the child and offer no eye-contact or conversation. This is an opportunity for the child to calm down and to think and reflect on his/her behaviour. We match the length of quiet time to the age of the child, for example, for a three-year-old child use three minutes. We use a sand timer that the child can see to time this.

- [On the rare occasions when physical restraint of a child has been necessary (usually only when a child is in immediate physical danger) we will log details within an incident form for that child and inform the parent/carer at the end of the child's session and ask them to sign in agreement that they have been informed.

Further information on our key strategies can be found within 'North Somerset Council, Managing Feelings and Behaviour, Early Years Foundation Stage, Personal Social and Emotional, A professional, creative and developmentally appropriate approach to supporting young children's feelings and behaviour development.

Signed

Date.....

Review Date.....