

7.0 BEHAVIOUR MANAGEMENT

Policy statement

Teddy-Bears Pre-school believes that children and adults flourish best in an ordered environment in which everybody knows what is expected of them, and children are free to develop their play and learning without fear of being hurt or hindered by anybody else.

7.1 MANAGING BEHAVIOUR

In order to achieve this, our pre-school aims to ensure that:

- Rules governing the conduct of the group and the behaviour of the children are explained to all newcomers, both adults and children. (Children are encouraged in advance, for example that the sand stays in the sand tray and respect is a two way process.) The rules should aim to help children develop self-discipline and respect for the needs and feelings of others.
- All adults present in the group are responsible for ensuring that the rules are applied consistently, so that the children have the security of knowing what is expected of them.
- All adults are aware that their friendliness, care and courtesy provide a positive model for the children. By maintaining an atmosphere of care and respect we help the children to build up desirable patterns of behaviour.
- Positive methods of guidance for children are used, including anticipation and removal of potential problems, and positive reinforcement and encouragement. Children are encouraged to develop socially, and are praised when they co-operate, share and take turns and help each other and adults. In praising children for good behaviour, we insure that there is no risk of children receiving adult attention only in return for undesirable behaviour.
- Competition, direct comparison and unnecessary criticism are avoided.
- Children are encouraged to talk about their feelings and ideas instead of struggling with them internally which could lead to anti-social behaviour
- Children are helped to challenge bullying, harassment and name-calling.

When children behave in unacceptable ways

- Physical punishment, such as smacking or shaking, is never used, nor is it ever threatened.
- Children are never sent out of a room alone.
- Techniques, which are intended to single out and humiliate individuals, such as the “naughty chair”, are never used.
- Children are given one-to-one adult support in finding out what was wrong and in

working towards a better pattern of behaviour.

- In cases of serious misbehaviour, such as physical or other abuse, the unacceptability of the behaviour and attitude is made clear immediately, but by means of explanation rather than personal blame.
- In any case of misbehaviour, it is always made clear to the child/ren in question that it is the behaviour and not the child, which is unwelcome.
- Adults do not shout or raise their voice in a threatening manner.
- Adults are aware of, and respect, varying cultural expectations regarding interaction between people and do not, for example, expect eye contact with children who would consider this impolite.
- Adult handling of behaviour problems is developmentally appropriate, respecting individual children's level of understanding and maturity

If a child's behaviour could injure them, or another child or adult, or might cause serious damage to property, then physical intervention may be used. In such cases, the details will be recorded and the parents advised during that same day.

Rough and Tumble Play, Hurtful Behaviour and Bullying

We recognise that teasing and rough and tumble play are normal for young children, and acceptable within limits.

We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behaviour boundaries to ensure children are not hurt.

We recognise that fantasy play also contains violent dramatic strategies, blowing up, shooting etc. and that themes often refer to 'goodies and baddies' and as such offer us opportunities to explore right and wrong.

We are able to tune into the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking and strategies for conflict resolution.

We take hurtful behaviour very seriously. Most children under the age of five, will at some stage, say something hurtful to another child, especially if their emotions are high at the time. However it is not helpful to label this behaviour as bullying. For children under five, hurtful behaviour is momentary, spontaneous and often without knowledge of the feelings of the person whom they have hurt.

We will help them to manage these feelings, as they have neither the biological means nor the cognitive means to do this alone.

We will offer support, calming the child who is angry as well as the one who has been hurt by the behaviour.

We do not engage in punitive responses to a young child's rage, as that will have the

opposite effect.

We help a child to understand the effect the hurtful behaviour has had on another child. We encourage the child to say sorry where it is clear they are genuinely sorry and wish to show this.

The Manager Sarah Phillips is responsible for behaviour management issues and has attended a behaviour management course. Sarah Phillips provides expertise and guidance to all staff and will seek expert advice if the ordinary methods used by the group do not have an appropriate effect.

If a child is consistently behaving in an unacceptable way, an Observation Procedure will be set up to try to determine a pattern regarding time, trigger events or particular people. Observations will then be discussed with the parents.

In the most unlikely and extreme case we reserve the right to ask a parent to remove a seriously disruptive child from the pre-school. This will only be considered after all other avenues have been explored and after full consultation with the child's parents/carer.

This policy was adopted by: Teddy Bears Pre-School

On: 19th February 2015

Review date: November 2016

Signed on behalf of provider: Signed 10th December 2015

Name of signatory: Karen Ashcroft

Role of signatory: Chair