



Little Acorns

LITTLE ACORNS PRE-SCHOOL

POLICIES

BEHAVIOUR MANAGEMENT POLICY

AIMS

We believe that children flourish best in an 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.

METHODS

The designated person responsible for behaviour management is Claire King. All new members of staff are encouraged to attend promoting positive behaviour training.

- Expected behaviour is discussed and agreed within the pre-school and explained to all newcomers, both children and adults.
- All adults in the pre-school will ensure that they apply the behaviour policy consistently, so that children have the security of knowing what behaviour is expected.
- All adults try to provide a positive role-model for the children with regard to friendliness, care and courtesy.
- Adults in the pre-school will praise and reinforce positive behaviour such as kindness and willingness to share.
- Adults will make every effort not to give attention only in return for undesirable behaviour.

When children behave in unacceptable ways:

- Physical punishment, such as smacking or shaking, will neither be used nor threatened.
- Adults will intervene and redirect activities/play in order to avoid disagreements developing that children cannot handle. Children are,

however, given the time, space and support to try and resolve conflict for them-selves.

- Misbehaviour will be dealt with by adult intervention to resolve the conflict and/or by "time-in" i.e. adult supported time to discuss the behaviour/incident. This discussion will help the child to understand why certain behaviour is unacceptable, the reasons why the behaviour occurred and how to deal with the after effects of the behaviour. It will always be made clear that it is the behaviour that is unacceptable and not the child.
- Adults will not shout or raise their voices in a threatening way.
- Adults in the pre-school will make themselves aware of, and respect, any differences in behavioural expectations for children from other cultures.
- Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.
- Recurring problems will be tackled by the whole pre-school, in partnership with the child's parents, using objective observation and individual education plans to establish an understanding of the causes and to resolve the problem.
- Any recurring unacceptable behaviour will be recorded in the Incident Book and discussed with all parents involved.
- Adults will be aware that some kinds of behaviour may arise from a child's special needs. In these cases parents will be informed and the graduated response for children with special needs will be applied. (See Inclusion Policy) This will include liaison with out-side agencies if necessary.

SUPPORTING THE YOUNGEST CHILDREN

At Little Acorns we recognise that very young children are unable to regulate their emotions, such as fear, anger or distress and require sensitive adults to help them to do this. Therefore we need to adopt different strategies, which are developmentally appropriate, to deal with inappropriate behaviour from a child whose chronological age, or phase of development is under 36 months.

Tantrums, biting and fighting are all common inappropriate behaviours in very young children and members of staff will be patient and calm when helping children manage and understand their feelings.

ROUGH AND TUMBLE PLAY

We recognise rough and tumble play as distinct from inappropriate or aggressive behaviour. Television or films, which include superheroes,

often influence young children and they will mimic this behaviour through their play. We endorse the following strategies to manage this kind of play:

- Recognise that this is pro-social play rather than aggressive
- Agree boundaries for the games to be set out in advance.
- Use planning opportunities to discuss the concept of 'good' and 'bad'.
- Support the play to find alternative solutions to weapon play, exploring different scenarios.

Signed.....

UPDATED FEBRUARY 2009
REVIEWED AND UPDATED NOVEMBER 2011
REVIEWED AND UPDATED NOVEMBER 2012
REVIEWED AND UPDATED JANUARY 2014
REVIEWED AND UPDATED JANUARY 2017

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