

## BRANSTON PRE-SCHOOL CENTRE

### BEHAVIOUR POLICY

We believe that everyone has a right to feel valued, respected and safe. For this to happen in practice, we have a responsibility to behave in ways that enable all of us to feel free to explore and learn without fear of being hindered or hurt. This policy provides guidelines on how to support this vision, it recognises that learning self-regulation and socially appropriate behaviour is a developmental process and that through modelling positive behaviour at all times and managing challenging behaviour appropriately and competently, we can provide for the needs of the individual as well as ensuring the safety and well-being of everyone at the Pre-School.

We aim to listen to and acknowledge the views of everyone in the Pre-School, embracing who we are and where we have come from. In recognition of this, our expectations of behaviour are underpinned by the following values which are agreed by all staff members:-

- **RESPECT AND RECOGNITION:** to value and celebrate our own and other's contributions and uniqueness and to show consideration for our own feelings and the feelings of others.
- **FREEDOM AND RESPONSIBILITY:** to enable children and adults to explore and express themselves freely in an environment which supports decision making and opportunities to consider the consequences of our words and actions.
- **INCLUSION:** to provide access to learning for all, taking into account everyone's needs, background and ability, working together to share the same vision and work towards the same goal.
- **HONESTY:** to empower everyone to communicate openly and honestly in their interactions with each other.

- **SAFETY AND TRUST:** to help everyone to feel able to express their concerns and fears in an appropriate way and to thrive physically and emotionally in their learning.

At this age children are learning how to behave appropriately. Many of the things they do are normal for their stage of development and we help them to learn when something is dangerous or harmful to themselves or others, and to make positive choices in their behaviour.

We do this by:

- Noticing and acknowledging positive behaviours.
- Using clear and consistent boundaries within the Pre-School.
- Explaining the consequences of some behaviours and offering choices.
- Involving the children in problem solving by using the conflict resolution steps (see Appendix 1).
- Sharing information with parents/carers about their child's behaviour both within a Pre-School session and at home (see Appendix 2).
- Providing strategies to support turn-taking eg: using a sand timer.
- Communication and modelling positive behaviour, using a variety of strategies and props eg: gestures, visual timetables and puppets.
- Recognising and acknowledging feelings to encourage empathy.
- Creating an environment that minimises conflict eg: providing sufficient resources.
- Using a behaviour screening schedule eg: ABC Behaviour Chart (copy annexed) to identify any difficulties that may occur and any patterns to such behaviour.
- Providing planned opportunities to discuss behaviour and feelings eg: at circle time (Personal, Social and Emotional Development sessions).

### Challenging Behaviour

Adults (staff members) at the Pre-School will intervene when behaviour is persistently disruptive or difficult to manage.

We do this by:

- Being clear about the behaviour that is unacceptable.

- Supporting the child to think of solutions to put things right/improve behaviour.
- Providing the child time away from the situation to calm down and reflect before talking things through with the staff member.
- Working together with parents/carers and families to share strategies and ensure that a consistent message is being given.
- In some cases, involving the Pre-School's SENCO in order to set up a targeted plan with specific targets to work towards relating to behaviour.
- Liaising with other appropriate agencies to access further support and advice.

Some behaviours are extremely concerning eg: racist remarks, verbal aggression, persistent harming (of themselves and/or others) and intentional damaging of property. Incidents such as these will be managed on an individual basis and in a non-judgemental and appropriate way.

This may include:

- Removing the child from the situation.
- Seeking immediate support from other staff members.
- On rare/extreme occasions, to ensure the child's own safety and the safety of others, the use of physical handling may be required (see Physical Handling Policy).
- Convening a meeting between the child's parent/carer, Keyworkers and the Pre-School Manager, to identify ways forward. Also in some cases, involving the Pre-School's SENCO at the meeting regarding setting up a targeted plan with specific targets related to behaviour.
- Referring to other agencies for further guidance and support.

## **Appendix 1 - Conflict Resolution Steps**

- 1. Approach calmly and with an open mind -**  
Walk over and get down to their level.
  
- 2. Acknowledge feelings -**  
Say "I can see you're feeling hurt/cross/upset/angry".
  
- 3. Gather information from both sides -**  
Say "What's the problem?".
  
- 4. Restate the problem -**  
Say "so the problem is ....".
  
- 5. Ask for solutions and choose one together -**  
Say "I wonder what we can do to solve the problem/help you feel better?".
  
- 6. Be prepared to give follow-up support -**  
Keep an eye out for what happens next and give further support if needed.

**(Acknowledgement to the HighScope Educational Research Foundation)**

## Appendix 2 - Parent/Carer Involvement

Working in partnership with our parents/carers is integral to the success of this Behaviour Policy. In order for it to work in practice, their contribution is vital.

We will achieve this by:

- Sharing the expectations of behaviour at Branston Pre-School, through informal and formal discussions with individuals and groups of parents/carers.
- Talking to individual parents/carers about all aspects of their child's behaviour on a daily basis as well as at regular parents/carers meetings.
- Being fair, non-judgemental and consistent when discussing children's behaviour with parents/carers.
- Providing extra support for parents/carers to help manage children's challenging behaviour eg: through other outside agencies.

We hope parents/carers will feel able to:

- Inform us of any relevant changes to their circumstances which may affect their child's behaviour eg: new baby to the family, moving house, bereavement, divorce, separation or illness.
- Reinforce expectations of positive behaviour by talking to their child at home.
- Actively support Pre-School staff in implementing positive behaviour strategies.
- Be a positive role model for their child.
- Approach the Pre-School's Behaviour Management named person **LINDA PAVEY** with any concerns they may have regarding behaviour within the setting.