

WINSTON HOUSE PREPARATORY KINDERGARTEN

BEHAVIOUR MANAGEMENT POLICY

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Behaviour Management Policy

Winston House Kindergarten (“the setting”) believes in promoting positive behaviour and practicing an approach that supports children’s development of self-discipline. We believe that children who acquire the ability to be disciplined learn to balance their needs with those of others, feel good about themselves and become increasingly more independent.

Children will be praised and acknowledged for their positive actions and desirable behaviour, such as kindness to others. Staff will use positive strategies for handling any conflict by helping children find solutions in ways that are appropriate for the children’s ages and stage of development.

Staff will treat children with respect at all times. We require all staff, students and volunteers to provide a positive role model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

Physical punishment is never used, such as smacking or shaking and children are not threatened with these.

Children who do behave inappropriately within the nursery, either by physically or verbally abusing another child or adult will be given ‘time out’ of the group – this strategy is only occasionally used. They will be supervised at all times and encouraged to re-join their group once they have apologised. The length of ‘time out’ will be limited to no longer than 1 minute for every year of the child’s life. Details of any unacceptable behaviour will be documented in the Setting’s behaviour book and shown to the child’s parents at the end of the session.

Children will be encouraged to recognise that bullying, fighting, hurting and racist comments are not acceptable behaviour.

Staff at the Setting will work in partnership with parents and carers and keep them regularly informed about their child’s behaviour. We will work with parents to address recurring unacceptable behaviour using observational records to help us achieve this.

By positively promoting good behaviour, valuing co-operation and a caring attitude, it is anticipated that children will develop as responsible members of the community.

Rewards, Behaviour and Sanctions

The development of good manners, self-discipline and mutual respect underpins our ethos at the setting. We will try to develop confidence in your child to help them communicate and develop good relationships with others.

Incentives/Rewards

Incentives, rewards and praise are given for effort and achievement in both behaviour and work.

Staff use as appropriate:

- Verbal praise
- Celebration of achievement shared with assemblies.
- House Points
- Smiley faces and stickers

Sanctions

When dealing with negative behaviour, staff will try to understand the reasons for the behaviour and deal with it in a positive way. Where a sanction is necessary staff will try to choose one, which is appropriate to the behaviour and age of the child. However negative behaviour of a consistent nature can be indicative of emotional concerns which should be checked by the SENCO or another qualified and appointed person.

Informal

- Facts will be established through initial discussion to lead the child to understand that she/he has chosen to behave inappropriately and the child will be encouraged to suggest what would have been appropriate behaviour. A reprimand may be necessary but this should always leave the child room for self-respect.
- Time out for calming down or 'thinking chair'.

Formal

- Entry into 'Blue' behaviour book.
- Key Person to discuss with parents
- Head and Key Person to discuss with parents
- If the serious behaviour persists then the child understands that his/her parents will be asked to come in to discuss the problem behaviour with the Head.
- A home/school daily behaviour book established with parents' support.

- The Head is kept informed about serious behaviour problems particularly where it may become necessary to exclude a child for all or part of a day at the setting.
- The ultimate sanction is exclusion.

Behaviour Tracker

We use a traffic light system as our Behaviour Tracking (BT) which is a system for rewarding good behaviour in school and for applying consistent numbered consequences for children who are not choosing to behave well.

As a setting we have agreed a Behaviour Charter which makes clear our expectations about how children should behave during the school day. If a child does not behave as we expect then their name will be recorded on the class Behaviour Tracker (BT) and their Key Person will remind them of our expectations. From this point on an agreed set of numbered BT consequences will apply if a child's behaviour continues to be unacceptable as follows:

- Green: All children begin on Green for expected behaviour.
- Yellow: Follows incident 1, 2 and 3 in the same week, child loses golden time minutes. Reminded of expected behaviour. Child is moved to yellow on showing improvement in behaviour from Red. Targets may be set. If accepted behaviour is not achieved, move to Red.
- Red: Sent to Head.
- Blue Behaviour Book: Should the unacceptable behaviour continue, this will be added to the blue behaviour book, following which parents will be contacted and asked to meet with Head and Key Person.

Good behaviour is recognised and rewarded, poor behaviour is challenged and dealt with.

Every day is seen as a fresh start, however if children have received 5 or more continuous sanctions in a term then it is clear that further action is needed. A formal letter will be sent home and parents will be asked to attend a meeting with a member of the school leadership team where targets for improvement will be agreed in writing. The setting and parents will work closely together to support the child to make good choices about their behaviour in the future.

The principle of Behaviour Tracking is to give children the opportunity to choose to behave in a more positive way that is why they are moved to Yellow. By working in this way children have the choice to change their behaviour before they are moved to Red.

The Behaviour Tracker and blue book are regularly monitored and evaluated.

For a minimal number of children, Behaviour Tracking may not be enough to support them with changing their behaviour in the setting. These children will require a targeted and individual programme which will be agreed with them and their parents/carers.

Child Behaviour Policy Statement

Safeguarding and promoting children's welfare

It is imperative that children have set boundaries of behaviour for their own safety and the safety of their peers. Negative behaviour often occurs when the child's basic needs are not being met. Our aim is to promote good behaviour and ensure that all children are provided with the following:

- Love and care - We enable the children to feel loved and cared for and provide them equally with our attention. Listening to them, setting a good example and avoiding favouritism.
- Security - We show the children where things belong, provide them with individual coat pegs to keep their belongings on, ensure consistent routines and prepare them for any impending changes.
- Adequate rest and sleep - We provide sleep areas and rest periods for the children throughout the day and allow the use of comfort objects.
- Freedom to explore - The children have the use of indoor rooms and outside play areas, toys and equipment aid their exploration of the environment. We also have adequate space available for them to let off steam.
- The importance of self image - We continually assess the children's needs, a child with poor self - esteem may become disruptive, as may a gifted child. There are always lots of cuddles, praise, time and attention given to the children.
- Adults as role models - We make sure, as carers, that we promote a good image in relation to manners, the way we communicate, confidence, tolerance, hygiene, humour and respect.
- Consistency in treatment - We ensure that any awards given are fair regarding praise, favours, and privileges. All achievements are noted no matter how big or small.
- Boundaries to behaviour - We ensure that the children understand what is expected of them, making sure expectations are realistic to their development. We always ensure that the actions are highlighted rather than the child
- Opportunities for self expression
Children are allowed and encouraged to voice their ideas and work through experiences, i.e. through drama, creative work and physical expression.
- Opportunities for learning through experience we know that busy, involved, happy children, engaged in appropriate activities, are less likely to be disruptive.

- The use of sanctions
There will never be any form of physical punishment at the setting i.e. smacking, slapping or shaking. Our children will never be subject to humiliation or labelled as 'naughty' and staff will endeavour never to raise their voices. Individuality is encouraged and the children are taught by example.
- Bullying
Bullying between children or staff members will be treated seriously with disciplinary procedures for staff being put into place if necessary.

Behaviour Policy (Under 3's)

Our aim is to enable all children to develop confidence, self esteem and a positive attitude towards their own learning and towards others.

We aim to ensure that all staff work in an environment where there is mutual respect, and where there is a good understanding of the developmental needs of our Under 3's.

We believe in working closely with parents/carers, as this enables a consistent approach to behaviour management. If there is a concern about behaviour the key person/staff will discuss and follow appropriate strategies that parents are carrying out at home.

We believe that behaviour is learnt, and we can therefore teach our under 3's to be kind through staff acting as positive role models. The way this is encouraged is through planning, resources and play etc. In addition to this we like to ensure that some one to one time is spent between the key child and key person on a daily basis.

Babies learn and develop through their senses; a main way that babies do this is by exploring using their hands and mouth. The reason they do this is because this mouth is where most nerve endings are, and they use this to feel the different textures in their environment. However, this may mean on occasions that they may bite others (this can also happen when teething). In our setting we have a variety of resources that we encourage babies to use when they wish to explore using their mouths, such as teething rings and appropriate toys with a variety of textures.

Our Environment

We provide an age appropriate environment with stimulating activities, using observations in our planning. By ensuring that the environment is safe, attractive, welcoming, inviting and include activities for babies that focus on their interests and their choices, we encourage good communication between staff to ensure the smooth running of sessions.

Adults

Adults are expected to provide positive role models to children at all times, ie. Turn-taking, sharing and general social skills.

Alongside parents/carers we will have a consistent, calm and friendly approach when dealing with undesirable behaviour.

Behaviour Management for our Under 3's

We offer an open door policy to all parents/carers in which they can discuss any issue or concern in confidence or private with the key person or management team.

To enable us to have clear consistent communication with parents/carers, daily diaries, notice boards, newsletters, pupil progress meetings and events days are also arranged. We will also take into consideration the strategies used at home to deal with undesirable behaviour in line with our setting policy.

The Incident and Accident Books are confidential and should only be shown to the parents of the child who has displayed challenging behaviour. A signature will also be required.

When staff are talking to parents about an incident, they should not name the other child where another child was involved. The parent should be spoken to confidentially.

Managing Inappropriate Behaviour

Staff should never use any form of physical punishment, restraint, or humiliation when dealing with undesirable behaviour. Whilst in the setting, staff should use a gentle, calm tone, and child friendly and age appropriate language when dealing with undesirable behaviour. Staff should always keep calm; never show that undesirable behaviour has had any impact. Our approach is to give praise to the children in order to promote positive behaviour or distract them to stop undesirable behaviour.

On occasion it may be necessary to separate a child from one another or a situation where they are causing each other distress. The parent/carer may be notified if this is deemed necessary or entered into the daily diary.

We have a Blue Behaviour Book (BBB) in the setting. If a child displays undesirable physical behaviour it will be noted in the BBB. This is used for records of any form of undesirable physical behaviour that occurs during the day and may show a pattern or trigger which provoke the child's negative behaviour helping the staff to put strategies into place. The parent/carer will be asked to read an account of what happened and then sign the book when collecting their child.

The content of the book is kept confidential and will not be available to other parents/carers to read, due to the sensitive information it contains and in line with our Data Protection Policy.

Special Educational Needs (see separate policy)

If a child has a special educational need and if there are also issues with their behaviour, we will work closely with parents/carers and outside agencies to come up with strategies to help with the situation.