

1.12 Little Avenues Pre-school Behaviour Management Policy and Procedures

Aims

- ❖ At Little Avenues Pre-school, every member of the pre-school feels valued and respected, and that each person is treated fairly and well.
- ❖ We are a caring community, whose values are built on mutual trust and respect for all.
- ❖ We aim to provide an environment where every member of the pre-school knows and understand the behaviour expected of them
- ❖ We support children to develop self-discipline and self-esteem, in an atmosphere of mutual respect and encouragement.

Key Values

Children learn how to behave. We believe that children flourish best when they know how they are expected to behave and when they are supported and encouraged to respect themselves and each other, and express their emotions through play and discussion.

We believe that children need to be able to manage their own behaviour through self-management. Therefore, we support children to develop the skills, knowledge and attitudes to become autonomous in making good judgments and choices in relation to others and social skills, such as negotiation and problem solving.

Golden Rules of Behaviour

Our Golden Rules of Behaviour are developed with the involvement of children and adults, and continually developed (see Appendix I).

How We Promote Positive Behaviour

- We familiarise all adults and children with the pre-school's behaviour policy and golden rules of behaviour.
- We expect all members of the pre-school (children, parents, staff, volunteers and students) to keep to the rules, requiring these to be applied consistently.
- We show what we want from children by setting a good example in our own behaviour
- We use specific praise as a matter of course (verbalising, children's profiles, wow board) (see Appendix II).
- We encourage children's efforts, helping them when it is hard to do the 'right thing'.
- We recognise the adult responsibility to organise the environment, so that it is easier for young children to be patient or to take turns (i.e. visual aids, number of resources, sand timers).
- We plan how to support the development of children's behavioural, emotional, social and communication skills (See Appendix II) .
- We reflect on the language that we use with the children and understand how to use positive and appropriate language.
- We plan opportunities for sustained independent play as well as adult-directed activities and children have the opportunity to become engrossed in activities that interest and motive them.
- We work together with the children to help them understand and practise expected behaviour.
- We discuss as a team our responses to children's behaviour

How We Manage Challenging Behaviour

- We understand that behaviour is a form of communication

- We support children to manage their emotions whilst helping them communicate them in appropriate ways.
- We will watch incidents clearly before we intervene
- We will intervene calmly to stop children hurting each other or behaving in an unsafe way.
- We simply explain why it is unacceptable to behave in such a way and work with the child to negotiate or solve problems. (See Appendix III)
- We will also use distraction and offer choices to the child.
- We will use the consequences of the children's actions to help them learn.
- When emotions are running high it might be necessary to allow the children to calm down and have 'thinking time' – a short spell away from other children and activities with one adult who provides space and calm to enable the child to come to term with the situation. The child needs to know:
 - Such behaviour will always be stopped
 - Why it is unacceptable to behave in such a way
 - The child is valued and wanted
 - The adult will help the child avoid such behaviour in the future
 - If there are feelings of anger or frustration, there is nothing wrong with these feelings themselves, only the way they are expressed.
- When a child is causing a recurring concern we use the ABC (antecedents, behaviour, consequences) model of observation, discuss as a team what strategies to use and work with parents to support the child.

Working with Parents/Carers

Parents, carers and significant family members are actively encouraged to be part of the pre-school's community (i.e. through the key person relationship, sharing child's profile, home/school diary, parent forums, and questionnaires). Parent/carers are personally invited into the setting to be part of their children's education.

Parents will be informed of any behaviour management incidents and staff will explore with the parent the reason for the behaviour and how the behaviour will be managed in the future. This will assist the parent and the pre-school to maintain a consistent approach to managing the behaviour.

Further Steps taken to Support Behaviour

In the event that a child shows behavioural difficulties that do not improve using behaviour management strategies that are already employed in the pre-school, we follow the graduated response in order to meet the child's needs.

Through consultation partnership with parents we may seek help/guidance from outside agencies such as behaviour support and outreach workers.

Physical Intervention

Physical intervention should only be used in exceptional circumstances, where it is necessary in order to prevent a child from injuring themselves or others or causing serious damage to property or other situations that are regarded as exceptional circumstances.

In the event that a member of staff is required to use physical intervention, an accurate record of the incident must be documented and shared with the parent at the end of the session.

Physical punishment is not used or threaten to be used.

Responsibilities

Key persons are responsible for working in partnership with parents, the Behaviour Management Coordinator and, where necessary, any other professional to manage children's behaviour in accordance with this procedure. Key persons are the first point of contact for parents and, when

appropriate, maintain target monitoring forms or one plan with the parent and Behaviour Management Co-ordinator.

The Behaviour Management Coordinator, Toni McGenity, is responsible for liaising with parents, pre-school practitioners and other professionals to ensure children's behaviour is managed effectively so that they are making progress in their development to their full potential.

The coordinators roles and responsibilities are:

- To ensure that pre-school practitioners are supported in managing children's behaviour through implementing the pre-school's behaviour management policy and procedure
- To offer advise and guidance to pre-school staff and parents
- When appropriate, to set up and hold meetings
- To ensure practitioners are accessing further training
- To ensure new appointees are provided with training as part of their induction
- To maintain and review the Behaviour Management Policy and Procedures approximately once a year.
- To liaise with parents, practitioners and other professionals where necessary

Manager's signature _____ Date _____

Behaviour Management
Co-ordinator _____ Date _____

Appendix I

Little Avenues Pre-school Golden Rules of Behaviour

Are golden rules are:

- We are good friends – we are kind in our words and actions
- We listen quietly whilst others are speaking
- We share with others
- We look after our things
- We walk inside

Appendix II

Strategies to Support Positive Behaviour

Depending on behaviour, children need their own strategies and support put in place. Some ideas below...

Building self esteemPraise, Praise, Praise

Brilliant books

Personal sticker (write on white sticker what they did well)

Give praise for good behaviour – find them doing something good

Positive behaviour tree

Wow board

Give them jobs (i.e. specific job at tidy up, circle time)

Emotional skills

Language of feelings

Emotion cards

happy faces/sad faces (using mirror or pictures)

Baby owls book

Feelings puppets

Social skills

small group activities

turn taking games

sharing using timers

name rhymes

encourage older children to look after younger ones.

Friendship board

Communication skills

Modelling (show the child how to sit, share, ask)

Good role models

Visual aids/time table

Puppets

Small group activities

Social role play

Creating social role play opportunities for children to problem solve using puppets, and stories (not actual people because this confuses the children).

Appendix III

Develop problem solving skills

To help children to solve problems for themselves, especially for the older children. Suggested questions to encourage children to problem solve

- Stop. "*What is the problem?*" (listen to all sides of the story)
- Think. "*How can you make it better?*" (allow children to offer solutions and decide what they will do)
- Choose. "*Then what will happen?*" (allow children to think through ideas)
- Do. "*Can you do it by your self or do you need help?*" (encourage independence)

Appendix IV

Rules for ‘A Positive Role Model’

Don’t shout, moderate your voice

Use a gentle tone to your voice

Have a caring attitude

Be aware of your body language

Always listen

Be aware of who’s around you

Be consistent

Be fair

Be interested

Treat everyone as individuals

Share your attention fairly

Be polite

Be calm

Get to know everyone

Keep your word

Use words like unacceptable or unwanted, not naughty

Keep control of your temper

Reward positive behaviour

Avert a child’s attention from bad behavior