



**Little Bookham & Effingham
Preschool**

Supporting Positive Behaviour Policy

Our aim is to create an environment in which each child feels confident, secure and happy, and is able to reach their maximum learning potential. We place a strong emphasis on promoting the personal, social and emotional development of each child e.g. helping children to understand their own feelings and that of others and to express their feelings in appropriate ways. We have high expectations for our children and they are encouraged to behave appropriately around the preschool environment and when out on visits. Rules are always consistent and staff are consistent in enforcing them. At all times the safeguarding of children in our care is central to our approach.

It is important for us to work in partnership with parents, and for us all to take responsibility for supporting positive behaviour in our preschoolers.

Preschool staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular children
- Recording behaviour incidents where relevant The SENCO and management team will support staff in responding to behaviour incidents.
- Recognising and supporting each individual as a valued member of the community.
- Implement learning environments to help all children achieve their full potential across all areas of development.

Parents are expected to:

- Support their child by being consistent with their approach to managing their child's behaviour
- Inform the preschool of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with a member of staff promptly
- Where concerns are raised, work closely with the school to develop a consistent approach to behaviour, which may include a shared behaviour plan.

Strategies that we use

We use specific strategies throughout the preschool day to support young children's behaviour

- Spend time building relationships with the children in our care.
- Be responsive to children's interaction attempts and build on what children are saying.
- Engage in frequent, developmentally appropriate social interactions with children and adults
- Follow children's leads, cues, and preferences.
- Label emotions in conversations with children.
- Make books that discuss feelings and social interactions available daily.
- Ask children meaningful questions about their actions, interests, events, and feelings.
- If appropriate, encourage children to talk to their peers when conflicts arise. Use developmentally appropriate language and provide conversation models and cues for children to follow if they need help to solve a problem.
- Ensure you are sensitive to children's unique needs, experiences, and backgrounds.
- Reach out to children's families and be responsive to their needs and preferences.

Have appropriate expectations for children's behaviours: Rules, expectations, or guidelines help create a positive social climate in our setting. We involve the children and encourage them to help develop rules and expectations. We limit the rules or expectations to a few key ideas that apply broadly. It is easiest to remember a few rules like, "We walk inside" and "we are kind to each other"

- Our rules are few and simple but envelop a whole attitude to people and things
- Respect for others and their property

- Respect for equipment and materials
- Encouragement of 'safe' behaviour e.g. walking inside, not running, sitting still in a confined space
- Good sitting, listening and participation, in group activities showing respect for peers and staff
- Being kind and helpful

We encourage children to sit appropriately when required, e.g. small group time and story time on the carpet. We feel that routine is important and sitting and listening, and participating during specified activities, will equip the children with the skills necessary for the next stage of their education.

Help children express their feelings: Adults who help children identify and express their feelings, nurture empathy. We might look at a child and say, "I see tears. I'm wondering if you are feeling sad about what just happened. Would you like me to help you talk to the other child about it?" We should also be genuine and model our own feelings. On a different occasion we might say, "I'm feeling a little bit frustrated that I can't get this to work. I'm going to go find someone who can help us."

Notice and recognize children's positive behaviours: An important part of positive guidance is encouragement. We will notice and describe accomplishments or positive behaviours. For example, we would say, "You must be really proud of yourself for solving that problem." Or "I noticed that you gave another child a turn on the bike. She really appreciated that." We try to notice all the positive behaviours that happen in our daily interactions with children.

Provide short, clear directions to children: We use a neutral tone of voice and make eye contact when giving simple directions to children. We check to make sure children understand what we have told them. We ensure that we tell children what to do instead of what not to do.

Manage space, time, and your energy: We arrange the physical space and the schedule of the day to meet children's needs, for example, allowing plenty of time for more energetic outdoor play, activity choices so that wait time is minimised or used productively.

Create experiences that engage the whole child: If children are bored, over-stimulated, or disinterested, they are likely to engage in challenging behaviour. We observe children regularly to ensure they are using materials effectively and appropriately, and that our activities and materials connect to their interests. We aim to have busy, engaged children who are involved in their chosen activity.

Relationships with children: We all aim to get to know the children, observe them, and listen to them. We make sure that staff spend quality time with children, just listening, playing, and enjoying time together.

Provide choices: Whenever possible, we offer children choices. This promotes independence and self-regulation. It also minimises challenging behaviour. Any time we have to say “no,” you might offer two acceptable choices to children. For example, you might say, “You have to walk inside. If you’d like to stay inside you must walk around the classroom, or you can go outside to run.”

Redirect children to appropriate behaviours: When a challenging behaviour occurs, staff help a child get back on track. “No,” “stop,” and “don’t” do little to help a child know what to do. An example of a positive redirection is, “Keep the scissors in the art area” or “Walk in the corridor.”

Problem-solving and Conflict Resolution

Staff help children learn what to do when they have a problem. We help them learn to recognise their problem, come up with solutions, make a decision, and try it out.

We use these six steps to teach children how to resolve conflicts.

1. Approach calmly, stopping any hurtful actions
Place yourself between the children, on their level; use a calm voice and gentle touch; remain neutral rather than take sides.
2. Acknowledge children’s feelings
Say something simple such as “You look really upset”; (if there is a dispute over an object, let children know you need to hold the object).
3. Gather information
Ask “What’s the problem?” Do not ask “why” questions.
4. Restate the problem
“So the problem is...” Use and extend the children’s vocabulary, substituting neutral words for hurtful or judgmental ones (such as “stupid”) if needed.
5. Ask for ideas for solutions and choose one together
Encourage children to think of a solution, but offer options if the children are unable to at first.
6. Be prepared to give follow up support
Acknowledge children’s accomplishments, e.g., “You solved the problem!” Stay nearby in case anyone is not happy with the solution and the process needs repeating.

Dealing with inappropriate behaviour

There are certain behaviours we do not tolerate. However we view the behaviour as being inappropriate rather than considering the child to be naughty or bad. Therefore we do not use these terms when speaking to children, parents or amongst staff. We need to be sure we have seen the behaviours and not make assumptions about a child's behaviour.

Once the children are taught our rules we expect them to follow them and appropriate consequences will be imposed if they refuse to do so. However it is important to note that the consequences given may vary according to the level of understanding and the development of each individual child. We use the principle that all behaviour is a form of communication and therefore endeavour to find out what the child was trying to communicate.

We have the following code when giving consequences to children

- We never use physical punishment or threats
- Techniques intended to single out and humiliate individual children such as the "naughty chair" will not be used.
- Children who misbehave will be given one-to-one adult support in seeing what was wrong and working towards a better pattern.
- We ensure that the child understands exactly what unacceptable behaviour has taken place
- We are consistent in giving consequences. We believe that the consequences should be meaningful to the child and that the child should be encouraged to empathise, think about what he/she has done and how they can rectify the situation. If a child has been hurt, that child can be supported to identify what they would like to happen to make things right.

The actions we will take may include:

- Discussing with the child the behaviour that is unacceptable and the reasons why at the level of their own understanding.
- Asking the child to rectify the situation (e.g. replacing thrown equipment) however we do not make any child say 'sorry', as it is unlikely they have the understanding of this meaning.
- Withdrawal from an activity or a situation
- Give the child an opportunity to make a good choice.

If a child displays exceptionally challenging behaviour over a period of time we will monitor their behaviour and then where necessary devise a Positive Behaviour Plan based on our observations of the child. In all cases we will discuss and agree this with parents.

Physical harm such as biting, kicking, hitting, scratching

Young children often react quickly and emotively without being able to foresee the consequences of their action. We teach children that these behaviours are not acceptable and give them strategies to develop more acceptable ways to express their frustration and ways to communicate. Visual symbols may be used to reinforce a child's understanding of positive behaviour and staff may encourage a child to communicate verbally, model phrases or thinking, e.g. 'Let's think about this', 'let's work this out', 'what else could you have done?'

If a child bites another child or adult, this information is always recorded on an accident note and the information is shared with parents (of the child who did the biting and the child who has been bitten). Names of individuals are not shared with parents. If there are continuing incidents of biting, these are recorded and a Positive Behaviour Plan is written and shared with parents. If at any time, a bite causes a break to the skin, both parties will be asked to seek medical advice as there is a mix of body fluids.