

## Behaviour and Discipline Policy

This policy represents the agreed principles for behaviour and discipline throughout the Pre-school. All Pre-school staff, representing Springfields Pre-school have agreed this policy.

### Aims and expectations

It is the primary aim of Springfields Pre-school that 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. The Pre-school's behaviour policy is therefore designed to support the way in which all members of the Pre-school can live and work together in a supportive way. It seeks to promote an environment where everyone feels happy, safe and secure and to support the key aims outlined below:

At Springfields Pre-school we believe that children and adults flourish best in an ordered environment 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, where their respect for others to ensure everyone knows what is expected of them and children are free to develop their learning in an atmosphere of mutual respect and encouragement. Amy Jacobs is the named practitioner responsible for behaviour management issues.

In order to achieve this at Springfields Pre-school:

Different ways of dealing with unsociable behaviour are used and this is regularly discussed and agreed within the Pre-school, and explained to all newcomers, both children and adults. Appropriate methods are implemented to manage children's behaviour including distraction, praise and reward and excellent Pre-school- home links.

All adults caring for children in Springfields Pre-school will ensure that the ideas of the Pre-school are applied consistently, so those children have the security of knowing what to expect and can build up useful habits of behaviour. It has to be remembered that we are not born knowing how to share and play co-operatively and the children need not only to be told but also to learn by example.

In case of serious behaviour such as bullying, racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame. Again this would be explained to parents at the end of the session.

All adults will be a positive role model for children with regard to friendliness, care and courtesy. We praise the children constantly for positive behaviour. The Pre-school expects every member of their community to behave in a considerate way towards others.

In any case of misbehaviour, it will always be made clear to the child or children in question it is that the behaviour and not the child that is unwelcome.

Adults in the Pre-school school will praise and endorse desirable behaviour such as kindness and willingness to share. The Pre-school uses reward stickers for good/kind behaviour.

Adults will not raise their voice in a threatening way. As a team we will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.

Adults in the Pre-school school will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.

## When children behave in unacceptable ways:

Any problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity. If a child smacks or hurts another child or adult, a member of staff will explain to the child what they have done wrong and possibly remove them from the situation. If a child is displaying any other forms of inappropriate behaviour with the risk of hurting themselves, others around them or the Pre-school environment he or she will be told 3 times that this action is inappropriate and then removed from the situation as stated previously.

We always encourage children to say they are sorry. Children will never be sent out of the room or left unattended in any situation.

Recurring problems will be tackled by the whole Pre-school school, in partnership with children and parents using objective observations to establish an understanding of the cause. Techniques intended to single out and humiliate individual children such as a 'naughty chair' will not be used.

Adults will be aware that some kinds of behaviour may arise from a special need; to support this practitioners may implement an individual support plan (ISP), and they will be given additional support and work together to resolve behaviour issues.

Parents and carers will be told at the end of the session if their child has hurt another child and will be asked to sign an incident report.

Children will be constantly reassured that they are always valued as individuals even if their behaviour may be unacceptable. We work together to solve any problems.

Physical punishment such as smacking or shaking will never be used nor threatened. Restraints may be used if a child is having a temper tantrum or if a member of staff felt that the child was in danger to themselves or others. The parents would be informed of this action at the end of the session and asked to sign an incident form.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the Pre-school community.

The Pre-school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation.

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The Pre-school may work alongside outside agencies with individual children and their families to support the child's behaviour and concerns.

## Children under three years

When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.

We recognise very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.

Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.

We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

### **The role of parents**

The Pre-school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

### **Monitoring and review**

The Pre-school managers monitor the effectiveness of this policy on a regular basis and reports to the team on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The Pre-school keeps a record concerning individual incidents of children, parents will be made aware of and asked to sign entries in the incident log.

This policy was adopted by the managers and staff in September 2014

Signed on behalf of Springfields Pre-school