**5.8 Good Behaviour**

**Policy statement**

We believe that children flourish best when their personal, social and emotional needs and well-being are met and where there are clear and developmentally appropriate expectations for their behaviour. We pride ourselves on understanding all our children’s needs, their levels of development, personal characteristics, and specific circumstances, and we support this by providing the children with opportunities to develop these new skills. When doing this we ensure children’s individual needs are understood and supported. Children need to learn to consider the views, feelings, opinions, needs and the rights of others and what the impact that their behaviour has. We recognise that this requires support, encouragement, teaching and setting the correct example so we ensure that our staff are positive role models and are there to support the children through their learning opportunities as and when they happen.

Settling into a new environment is an emotional transition for young children especially as they learn to develop complex skills needed to communicate, negotiate and socialise with their peers. Skills such as turn taking and sharing often instigate minor conflicts between children as they learn to deal with powerful emotions and feelings. During minor disputes, staff are able to model and support the children to reflect and regulate their emotions and actions and, in most instances, children develop an understanding and learn how to resolve minor disputes themselves. However, some incidents are influenced by factors, requiring a strategic approach especially if the behaviour causes harm or distress to the child or others. These situations may need to be managed by the SENDCO/key person using a personalised approach which aims to resolve and or manage the issue and avoid or support the behaviour from escalating and causing further harm. This can be an unsettling time for young children. Staff are alert to the emotional well-being of children who may be affected by the disruption to their normal routine. Where a child’s behaviour gives cause for concern, staff take into consideration the many factors that may be affecting them. If and when there is an identified need parents will be involved in this process.

 **Procedures**

* Our staff keep up-to-date with legislation and we are continuously discussing at staff meeting about promoting positive behaviour and on how to handle individual children's behaviour and where there is a need for individual staff to have more training the appropriate training is sought and a space is booked
* We respect the fact that codes for interacting with other people vary between cultures.
* Our staff provide a positive model of behaviour by treating children, parents, visitors and one another with friendliness, care and courtesy.
* We work in partnership with children's parents keeping them regularly informed about their children’s behaviour. We work together to address recurring inconsiderate behaviour, using our observation records, ABBCC forms, to help us to understand the cause and to decide jointly how to respond appropriately. We may involve outside agencies as appropriate after consultation with parents and in accordance with our policies.
* We use a key worker system to encourage the development of strong relationships and security.
* We use positive strategies for handling inconsiderate and hurtful behaviour, helping children find solutions in ways which are age and developmentally appropriate. This includes acknowledgement of feelings of both the children, explaining what was not acceptable, and supporting the children to gain control of their feelings so that they can learn a more appropriate response.
* We recognise that young children require help in understanding the range of feelings they experience. We help children to name and express their feelings enabling them to make a connection verbally between the event and the feelings.
* We help young children develop prosocial behaviour, such as resolving conflict over who has the toy.
* We encourage sharing by using a sand timer that's of a time that's suited to the age and development of the child and their needs.
* We praise good behaviour avoiding creating situations in which children receive adult attention only in return for inconsiderate behaviour.
* We support each child in developing self-esteem, confidence, feelings of competence and belonging in a group.
* We clearly label the behaviour as being unacceptable, not the child.
* We help a child to understand the effect that their hurtful behaviour has on others and to learn to empathise.

**Rewards and sanctions**

Children need consistent messages, clear boundaries and guidance to manage their behaviour through self-reflection and control. Rewards such as excessive praise and stickers may provide immediate results but this does not teach a child how to act when a ‘prize’ is not being given or provide the skills to manage situations and emotions themselves. Instead, a child is taught to be ‘compliant’ and respond to meet adult expectations to obtain a reward (or for fear of a sanction). If used the type of rewards and their functions must be carefully considered. Children are never labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group to be left in ‘time out’ or on a ‘naughty chair’. If a child is distressed or causing harm to others, we move them to our emotions board and talk to them about their feelings and those of the other children involved. If appropriate, the staff can use this time to help the child reflect on what has happened. Physical punishment of any kind is never used or threatened which could adversely affect a child's well-being.

**Behaviour incidents**

* All staff to use calming strategies to de-escalate the situation
* Staff take the children to the emotions board to label and discuss their feelings and those of others
* If deemed necessary a member of staff may use appropriate restraint techniques, but only as a last resort, to help calm the child down
* All the behaviour is then recorded on an ABBCC sheet and parents are informed

**WE NEVER**

* send children out of the room by themselves, use a ‘naughty chair’ or a ‘time out’ strategy that excludes children
* use or threaten physical punishment, such as smacking or shaking
* use techniques intended to single out and humiliate individual children
* shout or raise our voices in a threatening way

**Extreme Behaviour**

When a child’s behaviour is compromising the emotional or physical wellbeing/safety of others i.e. causing other children or staff to be injured by e.g. biting, or where the behaviour has a negative impact for the other children in the setting then the setting manager may reduce the amount of sessions offered to the child and parents may be asked to remove their child from the setting, this will be a last resort and other interventions and tools will be put in place before reaching a decision

Where a child needs 1:1 supervision this should be given by a member of staff who is not also part of the overall staff. This will only be possible where 1:1 finding is awarded for a dedicated member of staff to be appointed.

**Rough and tumble play and fantasy aggression**

We recognise rough and tumble play is normal for young children and acceptable within limits and boundaries. We develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt. We recognise that fantasy play may contain violently dramatic strategies which often contain reference to ‘goodies and baddies’ and as such offer opportunities for exploring concepts of right and wrong. We may also suggest alternative strategies as appropriate and role model them to enable the children to see the best practice.

**This policy was adopted at a meeting of Woolston Community Pre-School held in May 2016**

**Reviewed December 2023**

**Role on committee: Nominated person**

Signed by

Date

Name of Signatory:

**Woolston Preschool manager**

Name Gemma Woodward

Date

Signature