



Statutory Document Information: Pre-School Behaviour Management Policy			
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Documents Linked to this Policy:
School Behaviour Policy
Safeguarding Policy
Anti-Bullying Policy
Equality Policy
Supervision of Children Policy

## Pre-School Behaviour Management Policy

### Intent

At Houghton Conquest Lower School Preschool we believe that children will flourish when they know what is expected of them and should be free to learn and explore without any doubts. We are committed to creating a positive and motivational learning atmosphere within a happy and nurturing environment. We believe all adults working at Houghton Conquest Lower School Preschool have a responsibility to set this expectation by being positive role models who help maintain the ethos of our school. We work hard to provide a supportive environment, where children are helped to make positive behaviour choices through a carefully planned system that clearly identifies rights, rules, responsibilities and consequences. We understand that although at times we must address behaviour, we must also keep every child's self-esteem intact; positive attitudes and respect for others are therefore valued and all staff lead by example. This policy is the outcome of discussions within the school between staff, children, governors and parents.

**Aim:**

- We aim to provide an environment which the children can freely explore and learn to respect themselves, others around them and the environment.
- We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.
- Have very high expectations concerning behaviour and hope to develop children's understanding of the impact of choices they make, whether positive or negative.
- Work in partnership with parents.
- Satisfactory behaviour and achievement is not automatically learned. Instead, positive behaviours must be modelled, explained, taught, supported and recognised.

**Democracy:** making decisions together as part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development (EYFS): We encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate we demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.

We will meet this aim through the following procedures:

- Key persons will have responsibility for supporting personal, social and emotional development, including issues concerning behaviour.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with our behaviour management policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.
- We will put in place a behaviour plan to ensure all staff use the same approach.

**We aim to use positive pro-active strategies to promote positive behaviour in children and set these strategies within our programme for personal, social and emotional development. These include:**

- supporting each child in developing self esteem, confidence and feelings of competence
- Supporting each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- acknowledging considerate behaviour such as kindness and willingness to share
- acknowledging children's considerate behaviour towards another who is hurt or upset
- helping older children set the group's guidelines for considerate behaviour
- providing activities and games that encourage co-operation and working together

- support children in finding a solution to a problem
- Ensure a child has a turn, after it has been said that they are next.
- avoiding creating situations in which children receive adult attention only in return for inconsiderate behaviour

**Parents informed if intervention was used to manage behaviour as soon as possible.**

**We do not:**

- Send children out of the room by themselves.
- Use or threaten to use physical punishment, such as smacking or shaking.
- Use techniques intended to single out and humiliate individual children, such as ridicule or sarcasm.
- Remove toys or activities that are the focus of a conflict as a 'punishment' or means of 'teaching children to share'. Unless it is the last resort.
- Use physical restraint, such as holding, unless to prevent physical injury to children or adults and/or serious damage to property.
- Shout or raise our voices in a threatening way to children.

*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 that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them learn to 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.

*Strategies with children who engage in inconsiderate behaviour*

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development.
- Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- Staff offer comfort to both children in a dispute and encourage them to find a solution to their problem.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We praise children for their efforts and achievements in resolving a dispute or learning a social skill such as waiting for their turn.

*Hurtful behaviour*

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.

- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- We recognise that young children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. 'Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? It made you feel angry, didn't it, and you hit him'.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. 'When you hit Adam, it hurt him and he didn't like that and it made him cry'.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. 'I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one.'
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
  - they do not feel securely attached to someone who can interpret and meet their needs - this may be in the home and it may also be in the setting
  - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger
  - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse
  - the child has a developmental condition that affects how they behave
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support team where necessary.
- In cases of hurtful behaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame
- Details (what happened, what action was taken and by whom, and the names of witnesses) of hurtful behaviour incidents that give cause for concern are brought to the attention of our childcare manager and are recorded in the child's personal file. The child's parent is informed on the same day.

## Golden Rules

In our setting we have golden rules. These Rules are designed to help children understand the need for rules and are designed to be age appropriate for the setting.

They are:

- We are gentle – we use kind hands.
- We listen – we respect each other.
- We have fun – we always try to do our best.
- We look after our toys – we don't break or throw them.

## ***Rough and tumble play and fantasy aggression***

Young children often engage in play that has aggressive themes - such as superhero and weapon play. Some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to bullying, although it may be inconsiderate, or even hurtful, at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'.
- We will 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.
- Gun games will be monitored; they tend to coincide with a new interactive game or TV programme seen by the children. We engage the children in other activities and deal with each incident on a 1:1 basis.
- We have a duty of care to our pupils to follow the procedures outlined in our prevent policy if required to do so.

## Transition to school

During the transition activities from pre-school to school in the summer term it would be useful for parents to read the **School Behaviour Policy** as this develops with the children. The children will be made more aware of the development of the Golden Rules and how they work in day to day school life and will become part of a school team with their siblings if they have already entered the school.

The Values-led ethos is more explicit and positive behaviour is rewarded in weekly assemblies. Pupils are increasingly expected to be more mature and develop the vocabulary and an insight into making good choices, thoughts and actions, and this policy helps us all become good citizens.