



Regent House Preschool

Positive Behaviour Policy

(Including: Managing Aggression and Challenging Behaviour)

This policy also links to our Safeguarding and Child Protection Policy, Anti-Bullying Policy and Equality Policy.

Principle

Children and adults flourish best in an environment where everyone knows what is expected of them, and children are free to develop their play and learning without fear of being hurt or hindered by anyone else.

Statement of Intent

We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

Aims of Behaviour Policy

- To encourage a calm, purposeful and happy atmosphere within Preschool
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- To have a consistent approach to behaviour throughout the Preschool with parental co-operation and involvement
- To raise pupil self-esteem

- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety; and
- To help pupils, staff and Parents/Carers have a sense of direction and a feeling of common purpose.

Teaching Positive Behaviour

We believe that it is the duty of all staff at Regent House Preschool to actively encourage positive behaviour and abilities by:

- Staff modelling the skills and abilities directly, (ensuring the children see and hear us displaying good manners to each other as adults and ensuring that they hear us saying please and thank you)
- Setting appropriate boundaries for pupil behaviour
- Showing understanding of pupils
- Listening to pupils
- Showing respect and understanding to everyone in the school community
- Using positive consequences to encourage the learning of appropriate behaviour; and
- Using negative consequences to discourage the learning of inappropriate behaviour.

Responsibilities, Rules and Routines

The Responsibilities of Children

- The children will engage in discussion about appropriate and inappropriate social behaviours
- The children will be aware of Preschool rules and play within the boundaries set down by the rules of the Preschool
- The children will be encouraged to report to staff members of inappropriate behaviour which makes them feel unhappy or uneasy
- To make our school a happy Preschool by working in harmony with others.

The Responsibilities of Parents

- To be a good role model – make children aware of inappropriate behaviour
- To watch out for unusual signs of distress or unusual behaviour
- To be sensitive to the needs of their children
- To advise their child to tell an adult in Preschool or at home if someone is annoying them/worrying them/hurting them
- To inform the Preschool of any instance in which their child has been annoyed/upset by another child/staff member
- To support and reinforce Preschool rules at home
- To approach and treat their children in an appropriate manner at all times
- To foster in their children a feeling of high esteem
- To teach children to respect oneself, one's peers and teachers and other adults and their environment
- To encourage development of independence and self-discipline
- To show an interest in all that the child does
- To support the Preschool by implementing this policy.

The Responsibilities of Staff

- To treat all children fairly and with respect
- To help all children to develop to their fullest potential
- To be aware of signs/symptoms of bullying
- To form positive relationships with all children, Parents/Carers and other adults
- To foster in the children high self-esteem, self-respect and respect for peers
- To be a good role model for children and parents
- To use positive and negative consequences clearly and consistently
- To listen to the children and be seen to take seriously incidents of inappropriate behaviour
- To record, report, investigate incidents of inappropriate behaviour

- To make children aware of where they can seek help in times of worry or times when they are unhappy
- To support children as they learn to resolve conflict
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment both physically and emotionally
- To recognise and value the achievements and strengths of the pupils.

A Directory of Desirable Behaviour to be Promoted within our Preschool

In our Preschool this is how we work and play:

- We share and play together
- We take turns and learn to understand that our turn will come
- We play using appropriate levels of noise
- We give other children time to concentrate and complete their activity
- We are not destructive in our play – we do not throw sand or water
- We all tidy up
- We help each other and look after one another
- We look after our resources
- We tell an adult if someone gets hurt or if we get upset during play
- We use 'walking feet' indoors
- We pick things up from the floor
- We do not climb on tables and chairs

This is how we behave during talking and listening times:

- Speak one at a time
- Use appropriate speaking volumes
- We use a 'quiet hand' when answering/asking questions

This is how we behave in the playground:

- Always respond when called by a member of staff
- We must share bikes, scooters, tractors (etc) and take turns
- We take care and play safely, so as not to hurt ourselves or anyone else
- We ride our bikes around bike tracks
- Tell the staff if someone gets hurt.

In our Preschool this is how we behave:

- We listen to the Preschool staff
- We speak using appropriate speaking voices
- We use 'walking feet' indoors
- We share and take turns
- We do not throw toys, sand or water etc.
- We all help each other and take care of each other
- We do not destroy or break other children's toys or games
- We take care on the climbing equipment
- We all tidy up
- We play safely – do not hurt anyone else

At Regent House Preschool we follow a classroom management plan that has rules, rewards and consequences. We will use a range of strategies to reinforce appropriate behaviour for the age and stage of the children. The children are involved in agreeing their own set of class rules which will be displayed and referred to regularly to reinforce positive behaviour.

Our Rules

All adults will provide a positive model for the children with regard to friendliness, care and courtesy, and to offer strategies for handling any conflict.

The rules board is visible and consistent in each room. It is shared with Parents/Carers during intake days and with the children when they commence Preschool.

All staff in the Preschool will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up positive aspects of behaviour.

Reflecting on the input of the children, the rules will typically be as follows:

1. We care, share and take turns with our friends.
2. We use our quiet voices and walking feet indoors.
3. We tidy up when we have finished playing.
4. We keep our hands and feet to ourselves.
5. We listen to the adults.
6. We use kind words.

Rewards

Rewards will be used to reinforce our class rules to promote positive behaviour and an ethos of co-operation and kindness. We believe it is essential that all children are able to receive positive encouragement and have a fair chance to receive the forms of praise listed. The rewards will include:

1. Happy faces and kind words from the staff.
2. Sharing good news with home.
3. A class wide reward system of pompoms in a jar or using stickers.
4. Non-verbal rewards such as thumbs up or a smile.
5. Praising or commenting on and encouraging appropriate behaviour.

In order to modify unwanted behaviour, the staff will use a range of strategies before implementing consequences. These will include:

- Using proximity praise: praising the appropriate behaviour of another child e.g. "Jack I love that you are sitting so nicely."

- Offering choices: e.g. “Sophie you can hand the toy to me or put it back.”
- Non-verbal responses including gestures and eye contact.
- Tactical ignoring.
- Speaking to a child in a calm manner that is appropriate for their age and stage of development.

Consequences

Staff may have to implement a range of consequences when dealing with unwanted behaviours. These are dealt with in a consistent and appropriate way and will be as follows:

- The child will be given a verbal warning not to repeat the unwanted behaviour and given the reasons as to why it was inappropriate.
- The child will be directed to play at another activity of their choice.
- If the behaviour is repeated, the child will be brought to the displayed rules and the behaviour will be discussed.
- If any further unwanted behaviour is observed, the child will be offered ‘thinking time’ to calm down in a safe space visible to staff. This will last 3/4 minutes, depending on the child’s age, for a short period of reflection. Afterwards a restorative conversation will take place between the adult and the child. This will be carried out in order to encourage the child to use more appropriate behaviour and be ensured that the situation is over, and all is well again.
- The final consequence is contact with home.

Physical restraint, such as holding, will be used only to prevent personal injury to children or adults and/or serious damage to property. Any significant event of this sort will be recorded and the child’s Parents/Carers will be informed immediately.

In cases of serious misbehaviour, such as 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.

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

Staff in the Preschool will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.

Any unwanted behaviours will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.

Recurring problems will be dealt with by the whole Preschool, using objective observation records to establish an understanding of the cause. Strategies will also be put into place to work in partnership with Parent/Carers and their child. One of these strategies may involve a reduced day. Staff will be aware that some kinds of behaviour may arise from a child's additional needs.

Exclusion

When all the above measures have been exhausted it may be deemed necessary to consider a period of exclusion for the child. An exclusion period will depend on the severity of the behaviour and shall be in agreement with the Parents/Carers and Preschool.

Where a child poses a threat to other children and where discussions with Parents/Carers fail to resolve the situation, staff may then make the decision for the child to leave the Preschool. This will be done in the best interests of all children and their welfare.

Monitoring and evaluation

This policy will be reviewed and monitored in line with the Preschool's policy review schedule.

Reviewed:

September 2021

24/05/23

Approved by BOG:

September 2021

30/05/23

21/09/23

21/09/23