

Whiteley Preschool Behaviour Policy



Children flourish when they understand what is expected of them and feel secure when they are given boundaries. Children learn best through an enabling environment where they feel safe and secure.

At Whiteley Preschool we aim to create a positive atmosphere, where every child and adult feels respected and valued. We have an appointed SENDCO and behaviour co-ordinator who is experienced in behaviour management. In addition, we seek advice for behaviour management from the Hampshire Behaviour Support Team and our Inclusion Co-ordinator. We also have a nominated individual responsible for developing positive mental health and well-being at the setting; her name is Annalesa Bathgate. The managing of feelings and behaviour is embedded in our ethos and daily practice. Annalesa supports the staff at the setting along with the children.

We encourage positive behaviour through the following ways:

- Implementing the preschool rules into daily routines; preschool rules are designed to create boundaries within both the preschool environment and beyond. These rules are displayed on each group board. Group time often provides opportunities for these rules to be shared and discussed.
- Ensuring that staff and volunteers act as positive role models by treating each other and the environment with respect through a caring and professional manner. Ensuring parents and staff are aware of our policy's and that mutual respect is achieved through our exceptional parent partnerships.
- Explaining our policy to all new staff and volunteers at the preschool to enable consistency with behaviour management.
- Ensuring we are consistent in our approach so that the children are used to the level of behaviour that is expected from them.
- Ensuring language is appropriate.
- Ensuring we are recognising positive behaviour and encourage parents to share their children's achievements with their keyworker.
- Staff taking care to be aware of their surroundings, so they notice and deal with all unwanted behaviour and support other staff when they require it.

Challenging behaviour is addressed through the following ways:

- We will not label a child or make any assumptions about a child
- By working as a team to highlight challenging behaviour, ascertain why it is happening and implement strategies to support the child, family, and each other. Ensuring that all staff follow any behaviour plans put in place.
- By completion ABCC forms where necessary, these forms are a way to monitor and log a child's behaviour at various times of the day.

When a child behaves in an unacceptable way we will:

Low levels of disruptive or unwanted behaviour

- Explain in a calm manner with appropriate language suitable to the child's development level, why the behaviour is unacceptable. The educator will get down to the child's level and talk to them.

- We will try and get the child to understand their own feelings and possibly the feelings of others around them.
- We will use verbal commands such as “when you” and “then you” where necessary to help reengage the child back into their play. We may change the adult who is addressing the unwanted/challenging behaviour to help find a resolution to the situation.
- Educators will continuously monitor situations to maintain a positive and safe environment.

Continued challenging/unwanted behaviour

- All staff will support each other and be consistent in their approach. Initial intervention approaches are applied and when these are successful normal monitoring will resume.
- Use of verbal strategies more frequently such as “when you...then you...” and clear visual aids or emotions cards/sand timers are used where appropriate.
- Any behaviours that result in concern for the child and/or others will be discussed between the key worker, SENDCo, Manager and Designated Safeguarding Lead. Any knowledge or previous monitoring and assessment of the child such as influencing factors i.e new baby will be discussed. Appropriate adjustments to practice will be agreed and if successful normal monitoring will be resumed.
- If the behaviour continues or remains reoccurring then the keyworker and SENDCo will meet with the parents to discuss possible reasons for the behaviour and agree the next step, for example ABCC forms to track patterns of behaviour.
- If a trigger is identified then the keyworker and SENDCo will meet with the parents to plan support for the child through developing an action plan. Behaviour at home can be incorporated into the action plan. The whole staffing team will be informed of the action plan and help to implement it. The plan will be monitored and reviewed regularly, and parents will receive support from the preschool throughout.
- If a child’s behaviour continues to occur or become a significant concern to themselves or others around them then a meeting with the parents will be held. It is possible at this stage that the Designated Safeguarding Lead may attend the meeting. Additional help and advice from external agencies will be discussed and should be incorporated into the action plan. Regular meetings will be held to discuss the child’s progress.

Physical handling

Physical handling is only used to prevent injury to the child themselves, other children, adults in the setting or to equipment. Details of any physical handling is recorded including what happened, where, what action was taken and by whom and names of any witnesses. This will be reported to and discussed with the SENDCO and Managers and brought to the attention of the parent within 24hours of the physical handling taking place.

Incident Forms

If a child is physically hurt by the actions or behaviour of another child i.e pinching/biting, then the incident will be recorded on an incident form. This form will be shared with the parent at the end of the sessions in the same way that an accident form is, and the parent will be asked to sign the form; confidentiality being adhered to. Appropriate strategies will be put into place to support children with their emotions and to help deal with unwanted behaviours. Recording incidents enable staff to understand why the incident/behaviour has taken place and develop action plans where necessary.

Supporting staff

Staff are supported by Laura Bilbie, the Childcare Manager and the preschool SENDCo and behaviour co-ordinator. Staff are provided with in house training and training through professional bodies and are encouraged to support each other. Staff are expected to keep their knowledge up to date and familiarise themselves with updates in legislation. All staff are expected to manage children's behaviour, regular supervisions are held with all staff which provide an opportunity to share any concerns. If a staff member has had to deal with challenging behaviour, they are given the opportunity to discuss the situation and the outcome.

Children's well-being

It is our aim to build the foundations that enable the children to transition to school successfully. Building on children's' prior and current experiences we will help them to feel secure and confident both at preschool and in the years to come. Throughout our daily practice we provide the building blocks and skills that enable the children to consider their own feelings and of others around them. Through teaching respect of their environment, their peers and through celebrating individuality we are helping them to reach their full potential. When we attend to children's physical, cognitive, spiritual, emotional, and social well-being as a collective we foster their confidence, optimism, perseverance, and resilience.

This policy was adopted on: Date: 09th July 2014

Reviewed 30th April 2021

Signed:.....Chairperson