



SCORTON VILLAGE PRE-SCHOOL

POLICIES AND PROCEDURES

Behaviour Support

Behaviour Support

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1. INTRODUCTION

Related policies and procedures

This policy is to be read in conjunction with Scorton Village Pre-School's Safeguarding, Equal Opportunities and SEND policies.

Representatives

Beverley Brown is Behavioural Support Representative. Lesley Dawson is Deputy.

2. BEHAVIOUR SUPPORT POLICY

We believe that children flourish best in an ordered environment in which everyone knows what is expected of them. Children will be free to play and learn 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 in an atmosphere of mutual respect and encouragement. We will not tolerate any bullying of any child within Pre-School. Where staff notice bullying behaviour then the behaviour management steps will be followed to ensure that the behaviour is dealt with appropriately. We have an inclusive setting that aims to support all children as they take increasing responsibility for themselves and their actions and consider the welfare and well-being of others.

We will be sensitive to the individual needs of all children, their culture and family background and their developmental stages of learning. We aim to work in partnership with parents/carers, children and outside agencies if appropriate. We are experienced in using a wide range of consistent, positive behavioural management strategies intended to diffuse potentially aggressive situations. These strategies will always be used first for example; diverting attention, reasoning using positive language and warning the child that his/her actions will have consequence with regard to others and themselves. Children's behaviour will be managed effectively and in a manner appropriate for their stage of development and individual needs. **Children develop at their own rates and in their own ways**

3. PROCEDURE (BEHAVIOURAL SUPPORT STEPS)

We encourage positive behaviour through play and learning activities such as physical time, stories, role play and puppets.

We encourage children to express openly their feelings/likes and dislikes and express their viewpoints.

Certain rules governing the behaviour of the children will be discussed and agreed within our group and explained to all newcomers, both children and adults. We would consider spitting, pushing, nipping and hitting others unacceptable. Everyone is discouraged from shouting in an aggressive manner. Children are actively encouraged to decide rules of behaviour within the setting.

Consistency is paramount so that all children have the security of knowing what to expect.

All adults within our group will provide a positive role model for the children with regard to friendliness, care and courtesy. We model appropriate behaviours in different contexts.

We support children to resolve conflicts with other children and help them to develop assertive strategies to challenge bullying.

We help children to understand the consequences and effects of their actions on others.

We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.

We demonstrate the child is still valued even if his/her behaviour is unacceptable.

We help support children's self-esteem by enabling them to be successful in play experiences and activities. Children will be encouraged to share, negotiate and co-operate. They will have responsibility in caring for others and the setting environment e.g. tidying away and taking care of equipment.

Physical punishment, such as smacking or shaking will not be used or threatened.

Children will not be humiliated in any way.

A short period of (2-4 mins age and stage dependent) 'time out' with adult support (key person whenever possible or a member of staff known well to the child) may be used to help a child reflect on behaviour if staff feel this course of action is appropriate. We will keep a record and notify parents if this has taken place. Occasionally physical intervention may be necessary. This may be used if;

All other attempts and strategies have failed AND;

- a) The child is injuring themselves or others
- b) Damaging property
- c) Or we believe injury or damage is about to happen.
- d) If a child attempts to leave the setting without their parent/carer.

Physical Intervention Definition. (Usually by an adult who knows the child well e.g. Key person or if not available by any other member of staff)

- a) Adult may place an arm around child's shoulder to reassure as they are speaking.
- b) Adult can move between the child/children/property.
- c) Child may be lead away by the hand, supported under arm to a quiet area.
- d) Child may be 'shepherded' away gently with adult hand in the centre of the child's back to a quiet area to diffuse the situation.

If any form of physical intervention has been necessary Parents/carers will be notified and an Incident Sheet will be completed detailing both the child's and the staff actions. Parents will be asked to sign this. An agreed strategy to work together to improve behavioural patterns will be agreed and monitored between key person and parents/carers.

Each child will be given support to reintroduce them back into play.

Children who display challenging behaviour will be given support from their key person to help identify specific difficulties and work towards achieving a better pattern of behaviour.

Children will be involved in making rules within the setting and guided into understanding what acceptable behaviour in all areas of learning is.