



Magdalene Preschool

Encouraging Good Behaviour

Magdalene preschool recognises the importance of positive and effective behaviour management strategies in promoting children's welfare, learning and enjoyment. The attitude and behaviour of all those who work or have contact with children in the setting will be characterised by warmth, respect and encouragement towards each child and their parents/carers.

The aims of our Behaviour Management policy are to:

- Help children develop a sense of caring and respect for one another.
- Encourage co-operative relationships with other children and adults and to also encourage respect for each other.
- Encourage the development of social skills and help children learn what constitutes acceptable behaviour.
- Help children develop confidence, self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

Staff encourage good behaviour consistently and positively, setting limits for children and supporting other team members by:

- Reinforcing 'good behaviour' by noticing and praising it
- Promoting positive behaviour in all children
- Challenging any unacceptable behaviour
- Use distraction techniques to defuse a potentially explosive situation between children to ensure their safety
- If necessary, discussing a child's behaviour with their parent/carer to ascertain if there any underlying issues we may have missed

Behaviour Management Strategies

The setting, the manager and the staff team will manage behaviour according to clear, consistent and positive strategies. Parents/carers are encouraged to contribute to these strategies, raising any concerns or suggestions.

Behaviour management in the setting will be structured around the following principles:

The Manager:

Acts to ensure the safety and welfare of the children in the setting

Allocates a member of staff (usually the key person) to be with any child whose behaviour is giving cause for concern

Discusses with parent of the child whose behaviour is giving cause for concern and offers support to agree an action plan

- Staff and children will work together to establish a clear set of 'ground rules' governing all behaviour in the setting. These will be periodically reviewed so that new children have a say in how the rules of the setting operate.
- There is a named staff member who is responsible for behaviour management issues, who supports staff and accesses training and specialist advice if needed.
Named staff member: Alicia Zawada
- The setting's 'ground rules' will apply equally to all children and staff.
- Positive behaviour will be reinforced with praise and encouragement.
- Staff will make every effort to set a positive example to children by behaving in a friendly and tolerant manner themselves, promoting an atmosphere where children and adults respect and value one another.
- Staff are strictly forbidden to administer physical punishment of any sort, such as smacking, slapping, dragging or shaking a child or shouting their name
- Depriving a child of refreshment or forcing a child to consume refreshment, teasing, humiliating, scape-goating, frightening or isolating a child (e.g. by 'Time Out') is also strictly forbidden.
- We have a policy of no shouting and of treating each child with fairness and respect.
- Staff will facilitate regular and open discussions with children about their behaviour. This will help them to understand the negative aspects of their behaviour as well as enable them to have their say and be helped to think through the causes and effects of their actions.
- Staff will work as a team by discussing incidents and resolving to act collectively and consistently.
- Children who experience bullying, racism or other unacceptable behaviour will be given the confidence to speak out.
- Activities will be varied, well planned and structured, so that children are not easily bored or distracted. There will be enough popular toys and resources available to share and take turns
- Adults within the setting are also expected to treat children and each other with respect, and follow the behaviour policy.

When children under three behave in inconsiderate or hurtful behaviour we recognise that strategies for supporting them need to be developmentally appropriate. They may be unable to regulate their own emotions, such as fear, anger or distress. We focus on ensuring a child's attachment figure in our setting, their Key person, is building a strong relationship to provide security. They will try to find out any underlying cause for hurtful behaviours, (such as biting, fighting or tantrums), if there is any changes or upheaval at home.

Sometimes they may not have settled in well and have some separation anxiety

Dealing with Negative Behaviour

Negative behaviour will be challenged in a calm but assertive manner. In the first instance, staff will try to distract the child with alternative activity.

Staff will use positive strategies by helping children find solutions in ways which are appropriate for their age.

When confronted with negative behaviour, staff will be clear to distinguish between 'disengaged', 'disruptive' and 'unacceptable' behaviour. Staff will always communicate in a clear, calm and positive manner.

'Disengaged' behaviour may indicate that a child is bored, unsettled or unhappy. With sensitive interventions, staff will often be able to re-engage a child in purposeful activity.

'Disruptive' behaviour describes a child whose behaviour prevents other children from enjoying themselves. Staff will collectively discuss incidents and agree on the best way to deal with them.

'Unacceptable' behaviour refers to non-negotiable actions and may include discriminatory remarks, violence, bullying or destruction of equipment. Staff will be clear that consequences will follow from such behaviour, including, temporarily removing a child from the activity session.

When an incidence of negative behaviour occurs, staff will listen to the child or children concerned and hear their reasons for their actions. Staff will then explain to the child or children what was negative about their behaviour and that such actions have consequences for both themselves and for other people.

Staff will make every attempt to ensure that children understand what is being said to them. Children will always be given the opportunity to make amends for their behaviour and, unless it is judged inappropriate, be able to rejoin the activity.

In the event that unacceptable behaviour persists, more serious actions may have to be taken. As addressed in our Equality and Diversity policy, if a solution to persistent unacceptable behaviour cannot be found we may have to inform the child and parent/carers that they are no longer able to attend sessions at our preschool and their name removed from the register.

At all times, children will have explained to them the potential consequences of their actions.

The Use of Physical Interventions

The safety of other children must not be put at risk. Therefore, staff will use physical interventions only as a last resort and only then if they have reasonable grounds for believing that immediate action is necessary to prevent a child from significantly injuring themselves or others, or to prevent serious damage to property.

Before reaching this stage, staff will have used all possible non-physical actions, such as dialogue and diversion, to deal with the behaviour. The child or children concerned will be warned verbally that physical intervention will be used if they do not stop.

A dialogue will be maintained with the child or children at all times, so that the member of staff can explain what they are doing and why they are doing it. Staff will make every effort to avoid the use of physical interventions if they are alone with the child or children.

Only the minimum force necessary to prevent injury or damage should be applied. For example, intervening by diverting a child or children by leading them away by a hand or by an arm around their shoulders.

Staff will use physical intervention as an act of care and control and never punishment. Physical interventions will not be used purely to force a child to do what they have been told or when there is no immediate risk to people or property.

As soon as it is safe, the physical intervention should be gradually relaxed to allow the child or children to regain self-control.

Where a member of staff has had to intervene physically to restrain a child, the manager will be notified and the incident recorded in the Incident Record Book. The incident will be discussed with the parent/carer at the earliest possible opportunity.

If a staff member commits any act of violence or abuse towards a child at the setting, serious disciplinary action will be implemented, according to the provisions of the Staff Disciplinary & Grievance Procedures Policy.

Signed on behalf of management committee.....

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