



Stretton Pre-School

Achieving Positive Behaviour

At Stretton Pre-school we believe that children flourish when their personal, social and emotional needs are met, that children know how they are expected to behave and are free to play, explore and learn without fear of being hurt or unfairly restricted by anyone. It is our aim to provide an environment that consists of appropriate rules and boundaries, which encourage respect for themselves, other people and their environment.

Procedures:

At Stretton Pre-school we have named staff members who will support personal, social and emotional development including behaviour. Our named persons are:

Main Street: Charlie Baxter, Vanessa Shiels & Danielle Cosgrove

Fourfields: Charlie Baxter & Zoe Wainwright

The named person will:

- work with practitioners to agree, implement and review annually our achieving positive behaviour policy
- support and communicate with practitioners to ensure that children's plans are followed
- liaise with professionals and parents/ cares in relation to behaviour issues and share information
- assist practitioners in making observations and informed assessments
- keep appropriate records
- help identify appropriate training for the named person and/or the pre-school - planning in when training should take place
- be aware of developmental stages and ages of children that they are supporting
- be aware of any medical conditions that could affect that child's behaviour

All practitioners are responsible for implementing strategies, modelling appropriate behaviour and ensuring that the needs of the children are being met.

Partnerships with parents/carers:

- Parents/carers should be familiar with our policies and procedures (handing out in the parents pack, accessed on the Stretton Pre-school website and from the sites)

- Parents/ carers are involved in behaviour planning for their child, to ensure that consistency and that parents/carers understand what the setting is trying to achieve
- We encourage parents/carers to contact Pre-school if they have any concerns regarding their child.

Our expectations:

- All adults should model appropriate behaviour
- All boundaries and rules should be explained regularly to children
- Expect good behaviour

How we make children aware of appropriate behaviour:

- Praise and reward positive behaviour
- Adults are positive role models
- Routines
- Teaching the rules and boundaries of the setting - the children should be involved in setting rules and boundaries

Reward and consequences:

- When appropriate behaviour is used we will praise children verbally and explain what we liked about the behaviour (thank you for putting the toys away nicely/ well done I like it when you use kind hands)
- When children use inappropriate behaviours we will help children to find appropriate solutions for their age and stage of development
- We will support children to understand their feelings and that is OK to feel cross/upset and we will help them to respond to feelings in an appropriate way.
- We explain to children using a stepped approach

Stepped Approach:

- Restate the rule
- Praise the children who are complying
- Call the name of the child - wait for 'take-up' time
- Distract and divert
- Offer a choice of suitable options
- Give a verbal warning about the consequences for example: leave the activity, give alternative activity supervised by an adult

- Speak to parents and carers
- Consider a Behaviour Plan

If the child's developmental age differs from their chronological age, we will:

- Practitioner to say STOP and hold hand up
- Distract
- Divert

Physical Intervention:

"Where physical intervention was taken for the purpose of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary - provider must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable" (Statutory Framework 2014 P27)

Should physical intervention be needed - practitioner fill out a "**Stretton Pre-school Accident/Incident/Occurrence Report Sheet**" please circle Incident and fill out the form, ensure that the form is signed by the person dealing with the situation, the room senior and the Pre-School Manager checks the information and signs each section.

When a child displays challenging behaviour:

We will:

- Discuss the behaviour with the parents/carers (this is on going from the start of the behaviour)
- Complete ABC observations - when we witness any challenging behaviour
- Arrange a meeting with the parents/carers, discussing the observations, what strategies should be devised and a behaviour plan implemented - to discourage similar behaviour - include strategies used at home if appropriate. The behaviour plan will be reviewed every 6 weeks
- If needed seek further support from outside professionals/relevant service (this should only be done with parents consent)

Bullying:

We take bullying very seriously. Bullying involves the persistent physical and verbal abuse of another child/ren. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

If a child bullies another child/ren:

- Listen to the child's concerns and act on them
- Intervene and stop the child doing the bullying
- Explain that it is not acceptable and why
- Reassure the bullied child
- Praise the appropriate behaviour
- Do not label the child
- Discuss with the parents/carers of the child bullying and follow the challenging behaviour guidelines
- Discuss with parents/carers of the child being bullied and reassure

This policy was adopted by	Stretton Pre-School
On	<hr/> 4 October 2018
Date to be reviewed	<hr/> Annually
Signed on behalf of the provider	<hr/>
Name of signatory	<hr/> Emily Greenfield
Role of signatory	<hr/> Chair person
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