



Learning together

Behaviour Policy

Aims

Parkland Pre-School believes that all children will thrive and prosper when their individual personal, social and emotional needs are met. Our aim is to provide an environment which displays acceptable/appropriate behaviour and where children learn to respect themselves, other people and their environment.

Organisation

Children will have free flow access to both the indoor and outdoor environment. Whilst indoors children are encouraged to walk and speak with a smaller/quieter voice. Toilet and hand washing facilities are available throughout each session and are closely supervised by adults.

Acceptable behaviour

At Parkland Pre-School we pride ourselves on the outstanding positive behaviour that the children display. We believe that practitioners, parents and children should uphold positive behaviour at all times whilst in the Pre – School and the surrounding grounds creating an environment where we are all role models.

At Parkland Pre-School we consider the following to be unacceptable:

- Swearing
- Fighting
- Bullying
- Racist Behaviour
- Biting
- Spitting
- Insolence/rudeness
- Running in the Pre-School
- deliberate Injury to other children or damage to equipment or property

To discourage these behaviours we encourage:

- Walking whilst indoors
- Good manners
- Turn taking
- Kind hands and feet
- treating others the way you would expect to be treated
- children to understand that their actions can hurt and upset others

Staff will endeavour to reason about poor behaviour and speak calmly to children at all times. If necessary, practitioners may need to use gentle persuasion and on occasions bodily contact when dealing with disagreements between children for their own safety, or the safety of others. Corporal punishment is strictly prohibited within the Pre-School.

We talk to the children about the Pre-school rules regularly and actively encourage their input, as this helps them to understand what constitutes as acceptable behaviour.

Throughout the morning, during lunch and afternoon sessions, practitioners monitor, guide, observe and intervene as necessary to ensure safe and acceptable practice. During free play or adult focussed activities positive behaviour is continually encouraged, assisting the children to follow the rules within the rich and varied surroundings the Pre-school has to offer.



A system of rewards (Praise, stickers, certificates, sharing work and filling the jar) operates to encourage positive behaviour. It is expected that this approach together with a varied range of activities will ensure that Parkland Pre-school always offers organised, productive and pleasurable learning opportunities for its children.

Promoting Positive Behaviour

Staff have discussed and agreed the following ways to ensure that children are aware that their positive behaviour is valued at Parkland Pre-school:

- Verbal praise by the practitioners ensuring that the behaviour is recognised, i.e. "I liked the way you helped to put the toys away"
- Use of stickers as rewards
- Parents informed, to promote sense of achievement.
- Child is able to visit Foundation Stage to share their work with their future teachers
- Use particular times such as whole group discussions to receive certificates
- Endless praise and encouragement with positive body and verbal language to promote pro-social behaviour. All staff ensure that all children receive recognition for their positive behaviour and achievements.
- A group achievement reward system in which the children add an object to the jar, when the jar is full the children each receive a small reward from the 'choose box'

Sanctions

Staff have discussed and agreed the following structure:

- 1) Staff will get down to the child's level and explain/discuss the behaviour that has been displayed according to the child's age and stage of development. Once the child understand they will be encouraged to put their behaviour right.
- 2) If the behaviour continues the child will be given a second chance to put it right after another explanation according to their age and stage of development.
- 3) If the behaviour still continues the child be taken for time in the thinking corner with an adult and the consequence/feelings cards/books will be looked at and discussed to help the child further understand the consequences of their actions.
- 4) If a child displays particular behaviours regularly and practitioners become concerned, the child will be observed and monitored regularly using incident reports and/or a time sample observation to distinguish any patterns in behaviour, these will be shared with parents.
- 5) Failure to respond to positive comments and rewards may necessitate parental involvement, where we will discuss a plan of action to deal with the child's behaviour and liaison established between home and Pre-school. This may include some diary work and additional consultations.
- 6) In any extreme instance, staff in main school would be consulted. This may be the SENCO, Head teacher, or outside agencies e.g. nurse, doctor, educational psychologist. Parents/carers will be consulted before any outside agency is contacted.



- 7) We only use physical restraint, such as holding, to prevent physical injury to children or adults and / or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the name of witness) are brought to the attention of the Pre-school leader whom then informs the Head Teacher of school. All incidents are recorded in our incident book. The parent is informed on the same day, they sign the incident book to indicate that he/she has been informed.

At Parkland Pre-school we feel it is extremely important to work in partnership with parents/carers to ensure continuity of care for the children. Even Minor changes and incidents can affect children's behaviour which in turn will affect their learning, we therefore urge parents to advise your child's Key Person or the Manager of any change that takes place at home regardless of how minor you may consider this to be.

Some changes that may affect behaviour are:

- Moving house
- A new baby in the family
- A family loss including pets
- Somebody new in the family home including familiar family members that may be visiting
- A new bedroom or even the furniture being moved
- Disturbances in night time routines

Behaviour Policy

I agree and understand the importance of the behaviour policy.

Child's name

Parent's name

Signature Date

This policy was adopted for Parkland
Pre-school by Jo Andrews
11.8.15
Behaviour policy revised 23.05.2016 by Parkland Pre-school staff
Signed on behalf of the Management
Committee/Proprietor
Role of signatory (e.g. Chairperson etc.)
Review Date: August 2016