

# **Happy Valley Pre-School Ltd**

## **Behaviour Management Policy**

**At Happy Valley Pre-School Ltd we provide a safe environment that nurtures positive behaviour**

### **Aim**

We aim to provide a stimulating environment where children feel valued and listened to. Where we can promote positive behaviour and use strategies which are appropriate for the development stage of the child/children.

**Mrs Karen Wardle is our named Behaviour Management Lead who will**

- keep herself up to date with legislation and research and thinking on handling children's behaviour
- access relevant sources of expertise on handling children's behaviour
- Check that all staff have relevant in-service training on handling children's behavior and keep a record of staff attendance at this training.

We require all staff to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

For staff to develop healthy attachments and positive relationships, to be aware of the individual needs of the children and to monitor changes in their behaviour.

We require all staff to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's ages and stages of development, for example: distraction, praise and reward. Volunteers and students will seek advice from senior staff before dealing with an incident. We familiarize new staff and volunteers with the Pre-School's behaviour policy and its programme of how to promote positive behaviour.

We will provide plenty of stimulating play opportunities in a safe environment.

We will work in partnership with parents/carers to address any issues and to find ways to help the child achieve his/her goals.

We will challenge inappropriate attitudes and practices of staff and children.

### **How we promote positive behaviour**

We will reinforce goals and boundaries taking into account the age and stage of development of individual children.

Staff will be consistent in their approach to children's behaviour in a calm and fair manner.

We will model appropriate behaviour in this setting.

Use praise and encouragement for positive behaviour i.e. good listening, sitting, and sharing.

Get down to the child's level, and use visual prompts to support spoken words.

Encourage sharing and turn taking.

When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.

To help children to find a solution through negotiation and discussion e.g. conflict resolution.

Plan for good behaviour through activities and to teach new behaviour in small achievable steps.

### **How we manage challenging behaviour**

Staff will not use any form of physical punishment or use it as a threat.

We deal with challenging behaviour immediately.

We do not shout or raise our voices in a threatening way to respond to children's behaviour. We will use different tones of our voices.

We handle children's unacceptable behavior in ways which are appropriate to their ages and stages of development – for example by distraction, diversion, discussion or by withdrawing the child from the situation.

Staff will model the appropriate behaviour expected e.g. kind hands, feet.

When explaining to the children we will get down to their level and give a calm, clear and understandable reason.

We will use time out methods taking into account the age development of the individual child.

Keep records of persistent incidents of challenging behaviour.

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, by whom and the names of witnesses) are brought to the attention of the pre-school leader and are recorded in our

incident book. A parent is informed on the same day and signs in the incident book to indicate that he/she have been informed.

We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their keyworker. We work with parents to address recurring unacceptable behaviour, using observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Implement strategies and review, always being shared with parents.

### **Developing Partnerships**

We will work in partnership by consulting at every stage; we will be honest and open in our communications and at all times confidentiality will be up held.

*Please see our confidentiality policy*

We will provide advice and support and share strategies.

Liaise with outside agencies with parental permission – Area Senco Team, Inclusion Support Early Years if concerns continue or behaviour remains an issue.

Plan Targets for smooth transitions in order to prevent changes in behaviour.

Reviewing these within a 6- 12 week period for each individual child.

### **Training of staff**

Staffs regular attend support behaviour training both in house and out.

We review staff appraisals every 12 months and address any training which is highlighted at these meetings and put a personal plan in to action.

**This policy was reviewed and checked on:      November 18**

**Signed on behalf of the Pre-School:**

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**(Pre-School Director)**

**Next Review:**

**November 19**