

## **CHILD BEHAVIOUR POLICY**

We believe that children and adults flourish best in a sensitive and caring environment where everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else.

### **In order to achieve this:**

Behaviour expectations of the children in the group are discussed and agreed within the setting and explained to all newcomers, both adults and children.

ALL adults in the setting are responsible for ensuring that the boundaries are applied consistently so that the children have the security of knowing what to expect. Adults are aware of their own friendliness, care, respect and courtesy, acting as positive role models for the children. This considerate and inclusive atmosphere, where rules provide a secure framework for everyone's activities, then enables children to develop and sustain positive patterns of behaviour.

Care is taken to praise and endorse desirable behaviour, such as kindness and willingness to share, so that there is no risk of children receiving adult attention only as a result of undesirable behaviour.

### **If children behave in unacceptable ways:**

- Physical punishment, such as smacking, shaking or treating roughly are never used, or threatened
- Children are never sent out of the room by themselves
- Techniques intended to single out and humiliate individuals, such as the 'naughty chair' are never used
- Children are given one-to-one adult support in seeing what was unacceptable and in working towards a better pattern of behaviour
- Adults do not shout or raise their voices in a threatening way
- Adults handling of behaviour problems are developmentally appropriate, respecting individual children's level of understanding and maturation.

- Adults are aware of, and respect, varying cultural expectations regarding interactions between people and do not, for example, expect eye contact with children who would consider this impolite
- In cases of serious misbehaviour, such as racial or other abuse and bullying, the unacceptability of the behaviour and attitude must be made clear immediately, by means of explanation rather than personal blame. The child must be made aware that it is the behaviour that is unacceptable and not the child. In these instances parents/carers will be informed and the setting will work very closely with parents/carers in order to fully support the child in developing caring, considerate and inclusive behaviour towards others
- In cases where it is felt children need a more formal tracking of their behaviour, to assess potential triggers and better understand a child's motivation, a behaviour plan will be written by the setting's SENCo, in conjunction with the child's key person and parents/carers. These plans will be reviewed regularly and are designed to be a product of positive working relations between home and pre-school.

**By these means, we work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.**

### **Disciplinary boundaries:**

The boundaries regarding behaviour should be explained to the child and applied consistently.

They should be encouraged to talk about their feelings and ideas instead of struggling with them internally, which could lead to anti-social behaviour.

We aim to help children develop self-discipline and respect for the needs of others.

### **Misbehaviour will be dealt with as follows:**

- Calm the situation down and find out what has happened from the children involved. Explain why the behaviour is unacceptable. Acknowledge the feelings of all involved
- Through a calm and consistent approach, support children in acquiring and using language associated with naming and labelling their emotions

- Role model and encourage the children to use skills to resolve potential conflicts
- Unnecessary comparison and direct criticism are to be avoided
- Ensure that the victim of the incident is taken care of and comforted.
- Refer to inclusion policy

