

Positive Behaviour

Policy statement

At Happy Adventures Preschool and Forest School, we aim to enable all children to develop confidence, self-esteem and a positive attitude towards their own learning and towards others. We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

We believe it is important for children to understand that their behaviour is a choice that they choose to make. Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their choices have on people, places and objects.

We aim to ensure that all staff work in an environment where there is mutual respect, and where there is a good understanding of the developmental needs of toddlers and preschool children. We believe that in working closely with parents/carers, enables a consistent approach to behaviour management.

Procedures

- We ensure that all staff and volunteers are up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of, and respect, those used by members of the setting.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We expect all members of Happy Adventures Preschool - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring problematic behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children when they display problematic behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children to find solutions in ways which are appropriate for the children's ages and stages of development.
- We notice and praise when children make 'good' behaviour choices.
- We never exclude children from the group as a punishment but if children need time away to 'find their calm,' they will do this with adult support. When the child is calm enough to come back to think about what happened, we use the strategies above for conflict resolution.
- We never use physical or corporal punishment, such as smacking or shaking. Children are never threatened with these.

- We do not use techniques intended to single out and humiliate individual children.
- We **only** use physical intervention 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 names of witnesses) are brought to the attention of our Manager and are recorded in the child's personal file. The child's parents/carers are informed on the same day. **Physical intervention can be regarded as reasonable only if the circumstances of a particular incident warrant it.**
- We do not shout or raise our voices in a threatening way, instead we use a firm, clear voice and speak slowly to enable understanding. We do not talk over children when they are shouting or crying, we wait until they are calm.
- We record and monitor all incidents on appropriate behaviour forms which will be shared with the parents.
- To support a child's behaviour we may organise regular meetings with parents, key person and any other professionals as required.
- We may also create individual behaviour plans to help identify causes and techniques to manage behaviour.