



# Marsh Gibbon Pre-School

## Behaviour Management – Policy and Procedure

Marsh Gibbon Pre-School aims to provide an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered. We are a Level one 'Right Respecting Setting' which is awarded by UNICEF which recognises settings for respecting the values of Children and encourages Children to be confident in knowing their rights and the rights of others. Karen Maciejewski, is responsible for co-ordinating the management of behaviour within our setting. Karen Maciejewski is also the settings Special Educational Needs and Disabilities Coordinator.

We want children to develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

We aim to achieve this by:

- Discussing rules of conduct and behaviour (Happy Hand Rules) with all adults and children joining the group.
- Applying these rules consistently (at least each half-term) and thus giving the children knowledge of what behaviour will be expected of them.
- Encouraging all adults involved with the Pre-School to provide a good example in terms of friendliness, care and courtesy.
- Praising good behaviour such as kindness and a willingness to share.
- Use rewards such as stickers, stamps and our group 'Reward Charts'
- Avoiding attention being gained by bad behaviour.
- All staff will have a pro-active and positive attitude towards behaviour management.
- Staff will act as role models to your Children, role modelling expectable behaviour.
- Embedding the 'Rights Respecting' UNICEF award throughout our setting.
- For many children, early child-care settings represent the first time that the child is part of a continuous social experience. While these settings can be places to create friendships and learn, they can also be venues where a child experiences negative social behaviors.
- One way that adults can help stop this cycle is by teaching young children how to be empathetic and discuss feelings. We discuss how children who get hurt might feel, and discuss the difference between helping and hurting. Tell stories where children can identify with the child being hurt." Teaching young children to identify with their peers and understand feelings can help to prevent the types of bullying typically seen at this age in settings where young children socialise.
- We recognise that bullying may/can occur in early years through Intentional: The behavior is deliberately harmful or threatening, Repeated: The same person is targeted, over and over, An abuse of power: The aggressor is using power to hurt.
- Recognising this helps us 'nip it in the bud' in an age and stage appropriate manor working with the Children involved and the parents.
- We would speak with families involved and offer age appropriate teaching to the Children through 'friendship groups' and using our 'Right Respecting Procedures' to help put it to an end.



When children behave in an undesirable way:

- Physical punishment, such as shaking/smacking, will not be threatened or used.
- Providers must not threaten corporal punishment, and must not use or threaten any punishment which could adversely affect a child's well-being.
- Children will never be excluded from a room by themselves.
- The humiliation of individual children as punishment will not be used.
- Children who demonstrate unwanted behaviours will be encouraged to understand why their behaviour is unwanted and giving the opportunity to put it right.
- Where appropriate, they will have time in a 'one to one' situation with an adult.
- It will be made clear that it is the behaviour, and not the child, which is unacceptable and unwanted.
- A child will never be judged for unwanted behaviour, nor will a child be discriminated against for displaying unwanted behaviour.
- Children will be encouraged to say sorry in a way that is necessary depending upon their age and stage of development. For example a cuddle or verbally saying sorry.
- Adults will not raise their voices in a threatening way.
- Adults involved in the Pre-School will be knowledgeable of and respect cultural differences regarding the way people interact.
- The handling of behaviour problems will take into account the understanding and maturity of the child.
- Recurring problems will be solved in conjunction with the child's parent/carer, whenever appropriate using observation records to help to understand the cause.
- Adults will be aware that a child's special needs may cause undesirable behaviour.
- Any occasion where physical intervention is used to manage a child's behaviour will be recorded and parents will be notified about it on the same day by the Leader or Deputy.
- The Pre-School will work very closely with the parent/families of individual children to ensure the behaviour is managed with a consistent approach.
- Our keypersons will always be honest with our parents regarding Children's behaviour in a respectful manor, ensuring we respect you as the Child's first and main Educator.

Policy Links to:

Confidentiality Policy and Procedure

Equality of Opportunities and Diversity Policy and Procedure

UNCRC Article Links:

Article 1,2,3,4,5,6,12,13,14,15,16,27,28,29,31,37 and 42

Articles can be read at the front of this Policy and Procedure folder.