

Under Fives Roundabout Behaviour Management Policy

Policy No: 1:14

Last reviewed: March 2023

To be reviewed by: March 2024

Signed: Date: .../.../2023

Responsible member of staff: Dana Harrison

Signed: Date: .../.../2023

Responsible member of committee:

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Aims

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1. Child development	2.2 Parents as partners	3.2. Supporting every child	4.4. Personal, social and emotional development
1.2. Inclusive practice	2.3. Supporting learning	3.3. The learning environment	
1.3. Keeping safe			

- To foster children's personal, social and emotional development in line with the requirements of the Early Years Foundation Stage
- To enable each child to access the curriculum safely, independently and with enjoyment
- To establish a happy and caring environment for adults and children in which everyone feels valued.

Objectives

Children should:

- Feel safe, secure and valued
- Work independently and take responsibility for their learning
- Learn to work co-operatively with others and respect their rights
- Use the space and the resources at the preschool creatively, appropriately and considerately.

Adults should:

- provide good role models
- use positive language to foster children's self-esteem and show high expectations of their behaviour
- display a consistent approach to inappropriate behaviour
- ensure good relationships between home and school

Staff model positive behaviour in the following ways:

- using quiet voices and calm expressions
- walking to a situation
- using non-threatening body language (eg by bending down to child's level rather than standing over them).

Staff aim to encourage a high standard of behaviour by emphasising the behaviour they want to see.

We aim to:

- Give clear expectations, eg: 'Show me how you ride safely round the garden.' 'I

want you to...’ ‘let me see you...’

- Give meaningful, specific praise: ‘I like the way you gave X a turn/ used words to say...’
- Look out for sensible, kind, helpful actions and comment to the child, particularly in front of other children or at group time
- Give clear descriptions of the desired behaviour (not the wrong behaviour): eg: ‘I want you to let go now’ ‘Please use your talking voice.’ Suggest alternative use for hands and feet, eg: ‘Put your hands down by your sides,’ ‘Put your feet on the carpet,’
- Explain reasons for doing things: (eg ‘if you throw the sand it may get in someone’s eye.’
- Use positive language

Conflict resolution steps – guidance for staff

- Approach calmly, stopping any harmful actions. Place yourself between the children, on their level; use a calm voice and gentle touch; remain neutral rather than take sides.
- Acknowledge children’s feelings. Say something simple such as “You look really upset;” let children know you need to hold any object in question.
- Gather information. Ask “What’s the problem?” Do not ask “why” questions as young children focus on that what the problem is rather than understanding reason behind it.
- Restate the problem: “So there is ...”Use and extend the children’s vocabulary, substituting neutral words for hurtful or judgmental ones if needed.
- Ask for solutions and choose one together. Ask “What can we do to solve this problem?” Encourage children to think of a solution but offer options if the children are unable to at first.
- Be prepared to give follow up support. Acknowledge children’s accomplishments e.g., “You solved the problem.” Stay nearby in case anyone is not happy with the solution and the process needs repeating.

Differentiation

Staff recognise that children at different developmental levels may need more time and support to learn and internalise moral values and social behaviour. Particular children may react negatively in particular situations, and most children will have differing emotional needs at different times. Extra responsibility or extra adult support will be offered to particular children as appropriate. Staff will seek advice from other agencies where necessary.

Bullying

Bullying is defined as a persistent, deliberate attempt to hurt or humiliate someone. It is deliberately hurtful: repeated over time: involves an imbalance of power which makes it hard for those being bullied to defend themselves. It may involve physical, psychological, racist or sexist abuse.

Bullying behaviour is dealt with initially using the behaviour management strategies above. Should these strategies not resolve the issue the following procedures are set in place.

- The concern or complaint about bullying is acknowledged
- All staff are made aware of the concern
- Reports of any incidents are logged and parents/carers are informed
- Appropriate strategies to deal with the incident are set up
- Strategies generally reflect a 'no blame' approach; are relevant to the age and understanding of the children; are made in consultation with all parties concerned where appropriate
- A date is set to review the situation
- At the meeting further strategies are set up if appropriate
- Contact between home and preschool remains open and accessible
- If necessary further concerns may be taken to the preschool manager or deputy manager