

Chollerton Pre-School Ltd

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Chollerton Pre-school Behaviour Management Policy

We promote the development of a sense of right and wrong by teaching your child the appropriate way to act and discouraging unacceptable behaviour.

Sometimes it is necessary to help children understand their own boundaries in certain situations, explaining why we do not accept certain behaviours.

We believe that all children have a right to feel valued, respected, and safe. For this to happen in practice, we have a responsibility to behave in ways that enable all of us to feel free to explore and learn without fear of being hindered or hurt. This policy provides guidelines on how to support this, it recognises that learning self-regulation and socially appropriate behaviour is a developmental process and that modelling positive behaviour at all times, managing challenging behaviour appropriately and competently, we can provide for the needs of the individual as well as ensuring the safety and wellbeing of everyone at Chollerton Pre-school.

Promoting Positive behaviour -

For children to follow and co-operate with routines and “expected behaviour” we need to promote positive behaviour by -

- Being good role models
- Being consistent
- Positive reinforcement
- Giving children a chance to change their behaviour
- Using positive body language - do not stand over children, come down to their level, etc

Young children usually misbehave because they have not yet learnt how to react to feelings and needs in acceptable ways. The most common needs and feelings that can trigger unacceptable behaviour are - attention, boredom, anxiety, fear, anger, curiosity, independence and anticipation.

At no time during disciplining your child would staff use physical punishment, e.g. smacking, shaking or slapping and it is our belief that using negative words like “no” and “naughty” are unhelpful and leave no room for movement. If a child presents us at any time with unacceptable behaviour, staff will approach the situation in the following way:

- Intervene at the time of conflict to establish the cause of upset.
- Talk to the children involved to gauge their feelings and reactions to the situation.
- Ask each child how they feel and how the other must be feeling so that both may realise that it is not just one person involved.
- In younger children who are not yet able to reason diversionary tactics, distraction would be used at this time.
- Where possible staff will anticipate and defuse difficult situations before disagreements arise that a child might find hard to handle.

Achieving positive behaviour

At Chollerton preschool 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.

Children need to learn to consider the views and feelings, needs and rights, of other and the impact that their behaviour has on people, places, and objects. This is a developmental process that requires support, encouragement, teaching and setting the correct example, which will underpin how we achieve positive and considerate behaviour.

If the above have been tried consistently and there is still a need for modification of behaviour, the following methods will apply -

- Whilst reassuring the child that it is the behaviour, which is unacceptable and not the child, firm guidance will be given should the unacceptable behaviours arise again
- At all times praise is freely given to the child at the slightest sign of positive change in behaviour
- During this period the Preschool leader / manager will talk with the parent / carer to inform them of the situation and to ask if they are experiencing similar difficulties
- Advice will be given if it is needed regarding help from outside agencies. e.g. SEND, Health Visitor, etc
- A record will be kept of incidents which occur, and daily written observations made to learn what the trigger cause was or is,

Biting policy

Biting is fairly common amongst young children and it is one of the things that concerns adults the most. Evidence suggests that up to a quarter of all very young children will bite others at some stage. We understand this is a difficult situation for parents whether it is your child that has bitten or your child that has been responsible for biting.

Biting is often very painful and frightening for the child who is bitten. It can also be frightening for the child who bites, because it upsets the child and makes adults angry. Biting can make the child who bites feel very powerful because of the strong reaction that it brings. This power can be frightening for the children because they need to feel secure that their feelings can be controlled. It happens for different reasons with different children and under different circumstances.

Children bite for many reasons and we aim to handle any biting incident with respect and sensitivity for all involved. It is the preschool policy to deal with each biting incident on a case basis making sure that parents / carers involved are kept up to date with what is happening, but at the same time respecting the confidentiality of the children involved.

Whilst biting is more common at preschool or in other group situations than at home, a biting incident is not negative reflection on the biter, the staff or the preschool. We have very clear behavioural expectations at preschool and children are expected and encouraged to share, wait their turn, be respectful and play happily together.

We will use the who, what, when and where method to pinpoint the problem -

- Who was involved?
- What happened before or after? How was the situation handled?
- When did the biting occur?
- Where did it happen?

If we determine that the biting occurs as the result of exploration or teething, we may ask you to provide the child with a teething ring. If the child seems to bite when tired or hungry, we may look at our daily routine to be sure that they are getting enough sleep and nourishment.

We will try to keep group play to short periods and small groups. We will watch for situations where two children might want the same toy. For example, if the biting occurs when two children are fighting over a toy telephone, we may purchase a second one or perhaps try to distract them before a potential biting situation arises. It is not always possible to make very young children share. Toddlers do not necessarily have the skills to negotiate or understand another child's perspective. Children in this situation need close adult supervision, especially if they are known to bite. However even the best supervision, unless it is one-to-one, will not prevent some children from getting bitten.

If attention seems to be the main reason for biting, we will try to spend time with the child and praise them when they are doing more positive things. If the child is experiencing a stressful family or care giving situation, we will ask that everyday life is as supportive and normal as possible. Predictable meals and bedtimes and extra time with a loving adult can help. Often, experiences like rolling, squishing, and pounding play dough or relaxing, splashing and playing in water are a great way to relieve tension.

Working in partnership with our parents / carers is vital to the success of this behaviour policy. For it to work in practice, their contribution is crucial.

We will achieve this by -

- Sharing the expectation of behaviour through informal and formal discussions with individuals and group of parents / carers
- Talking to individual parents / carers about all aspects of all their child's behaviour daily, as well as at regular parent meetings
- Being fair, non-judgmental and consistent when discussing children's behaviour with parents / carers
- Providing extra support for parents / carers to help manage children's challenging behaviour e.g. through outside agencies

We hope parents / carers will feel able to -

- Inform us of any relevant changes to their circumstances which may affect their child's behaviour, e.g., new baby, moving to a new house, bereavement, divorce, separation, or hospitalisation, etc
- Re-enforce expectations of positive behaviour by talking to their child at home
- Actively support staff by implementing positive behaviour strategies

Strategies with children who engage in inconsiderate behaviour -

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development
- Such solutions might include, for example, acknowledge of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns
- We acknowledge considerate behaviour such as kindness and willingness to share

- We support each child in developing self-esteem, confidence and feelings of competence
- We avoid creating situations in which children receive adult attention only in return for inappropriate behaviour
- When children behave in inappropriate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately
- We never send children out of the room by themselves, nor do we use a “naughty chair” or a “time out” strategy that excludes children from the group, we do however use “reflective time” and “calming time”
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these, and we will not tolerate any parent or carer shouting, disciplining, or humiliating their child within the setting
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and or serious damage to property. Any physical is recorded
- Details of such an event (what happened, what action was taken and by whom, and the name of the witness) are brought to the attention of the managers and are recorded in the child’s personal file. The child’s parent is informed on the same day
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitude by means of explanations rather than personal blame
- We do not shout or raise our voices in a threatening way to respond to children inconsiderate behaviour

Young children often engage in play that has aggressive themes - such as superhero and weapon play. Some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using the strategies above.

- We recognise that teasing and rough and tumble play are normal for young children and is acceptable within limits. We regard to these kinds of play as pro-social and not as problematic or aggressive
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt
- We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting, etc. And that these often refer to “goodies and baddies” and as such offer opportunities for us to explore concepts of right and wrong
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of the “teachable moments to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

If you have any questions regarding this behaviour policy then please speak to the preschool leader / manager.

This Policy has been agreed by the Chollerton preschool committee

Signed by Pre-School Manager

Signed on behalf of the committee

This Policy was reviewed in June 2023