

Signature and date:

Approved:

To review:

Signature and date:

# **Slimbridge Primary School Little Otters Playgroup**

## **Behaviour Policy**

### **Policy Statement**

We believe that learning appropriate behaviour is part of children's personal, social and emotional development: learning to respect themselves and others; learning how to share and co-operate; learning how to recognise and manage emotions; learning to consider the needs and feelings of others; and developing ways to resolve conflicts. We help children to take responsibility for their own behaviour as part of their growing independence, and to recognise the impact that their behaviour has on other people. We support and encourage children through teaching and by setting a good example.

### **Procedures**

It is an EYFS welfare requirement that each Early Years setting has a named member of staff with overall responsibility for behaviour management issues. Our member of staff is Jo Jenkins.

The Behaviour Management Co-ordinator will:

- work with all staff to agree, implement and review annually the Behaviour Policy;
- liaise with the SENCO and all staff to ensure that behaviour plans are followed consistently;
- liaise with professionals and parents/carers in relation to behaviour issues;
- assist staff in making observations and assessments of behaviour;
- assist in keeping appropriate records;
- help identify appropriate staff training;
- be aware of the developmental ages of the children they are supporting;
- Have an awareness of any medical condition that may affect behaviour.

### **Partnership with Parents/Carers**

We give parents/carers regular feedback about their child's behaviour. We work with parents/carers to address recurring inappropriate behaviour, using observation records to help us understand the cause and

find a solution together. We make parents/carers aware of our Behaviour Policy and expectations for behaviour.

### **Expectations**

We expect good behaviour and help children to achieve it. We expect all staff to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy. We expect all staff (including volunteers and work experience students) to use positive strategies for handling inappropriate behaviour, by helping children find solutions in ways that are suitable for their age and stage of development. We never use or threaten physical punishment, such as smacking. We do not use techniques which single out or humiliate children. We do not shout or raise our voices in a threatening way.

### **How we make children aware of appropriate behaviour**

We regularly explain and repeat boundaries and rules to children. We have four ground/golden rules for children's safety and well-being (we are kind to each other, we walk inside, we tidy up as we go along, we share the Jigsaw toys) We teach routines for some activities, e.g. snack time, tidy up time. We praise and reward appropriate behaviour specifying what is being praised. We explain why certain behaviours are not appropriate and offer alternatives. We tackle unwanted behaviours in ways which make it clear that it is the behaviour that is at fault and not the child e.g. "I like you but I don't like it when you break things." Adults model positive behaviour. We use group times to explore feelings and behaviour, e.g. story time, circle games, puppets.

### **Rewards**

We use verbal praise, specifying what behaviour is being praised. We share praise with parents and carers. We use stickers and sticker charts (in development). We celebrate children's good behaviour, e.g. on an achievement tree (in development).

### **Consequences**

We use a stepped approach to manage unwanted behaviour. Restate the rule and the reason behind it, e.g. "We don't hit other people because it hurts them." Praise those children who are showing expected behaviour, e.g. "That's great sitting, I can see you are ready to listen." Call the child's name, wait for 'take-up' time. Distract and divert to something more suitable, e.g. "Shall I help you make a tower instead of throwing the bricks?" Offer a choice of suitable options, e.g. "Do you want to hold my hand to come to the carpet, or do you want me to carry you?" Give a verbal warning about what will happen if the unwanted behaviour continues, e.g. "Are you going to stop throwing sand or are you choosing

to come out of the sandpit?" Withdrawal time (calm down time), with an adult, may be used if appropriate. Speak to parents/carers. Consider a behaviour plan to manage inappropriate behaviour if it is affecting the setting.

### **Behaviour Plans**

Parents and carers will be involved if a behaviour plan is appropriate. An ABC chart will be used to gather observations of children's behaviour to inform discussions. Strategies for managing child's behaviour will be discussed and agreed with parents and carers. Parents and carers may be encouraged to use similar strategies at home. Behaviour plans will be reviewed regularly. Further advice and support may be sought from other professionals (see Information Sharing Policy).

### **Physical Intervention**

We define physical intervention as using physical means to move a child or restrict their movements. We will only use physical intervention in extreme circumstances, e.g. as a last resort to prevent physical injury to child or others. We will try to offer a choice to children e.g. "Do you want me to lift you down off the table, or will you jump down?" If physical intervention is unavoidable, this will be recorded and reported to parents and carers. Further strategies may be necessary to manage child's behaviour, e.g. a risk assessment or behaviour plan.