



Achieving Positive Behaviour Policy

Statement:

Pippins Preschool endeavours to encourage a positive atmosphere. We believe that praise and a positive reaction to good behaviour is more effective than a negative reaction to bad behaviour.

Aim

- To recognise and reward good behaviour and to ensure all staff model positive behaviour. To work in partnership with parents if concerns arise and to manage unacceptable behaviour in a clear and consistent way.

Procedure

- The named person responsible for managing behaviour at Pippins Preschool is **Nicola Setford**
- The role of the Behaviour Manager is to:-
 - Ensure all staff have read, understood and follow this procedure;
 - Advise staff on dealing with and handling behavioural issues;
 - Access expert advice if necessary;
 - Liaise with parents about concerns relating to children's behaviour;
 - Keep themselves up to date with legislations and research on handling children's behaviour;
 - Check that all staff have relevant in-service training on handling children's behaviour.
- All staff, students and volunteers will model positive behaviour by treating children, parents / carers and each other with friendliness, care and consideration;
- We familiarise new staff, students and volunteers with the Pippins Preschool's Behaviour Policy and its rules for behaviour;
- We require all staff to use positive strategies for handling any conflict by helping children find solutions to their conflicts;
- We expect all members of the preschool, children, parents, carers, staff, volunteers and students to keep to the rules, requiring these to be applied consistently;
- We praise and endorse desirable behaviour such as kindness and willingness to share;
- We avoid creating situations in which children receive adult attention only in return for undesirable behaviour;
- 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 Pippins Preschool;

- When children behave in unacceptable ways, we help them to see what was wrong with their behaviour and how to cope more appropriately;
- We never send children out of the room by themselves;
- We never use physical punishment, such as smacking or shaking, this will result in an immediate dismissal;
- Children are never threatened with physical punishment;
- We never single-out and humiliate individual children;
- We only use physical restraint/intervention, such as holding, 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 the Manager and are recorded on a Physical Intervention form. The parent / carer is informed on the same day and signs the form to indicate that he/she has been informed;
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame;
- We do not shout in a threatening way to respond to children's behaviour;
- We work in partnership with children's parents / carers. They are regularly informed about their children's behaviour by their Key Person. We work with parents / carers to address recurring unacceptable behaviour, using observation records to help us to understand the cause and to decide jointly how to respond appropriately;
- We discuss with parents / carers if there is a reason behind the behaviour, such as bereavement or a change in the family home;
- It may be appropriate to make a referral to Early Help;
- Staff might deem it necessary to request support from the Equality and Inclusion advisor.

All policies and procedures are reviewed annually or when required.