



Sherwood Pre-School  
Community. Learning. Progress.

## MANAGING BEHAVIOUR POLICY

We believe that children and adults flourish best in a sensitive and caring environment where everyone knows what is expected of them and children are free to develop their play and learning, without fear of being hurt or hindered by anyone else.

### Instilling positive patterns of behaviour

The following actions should be followed at all times so that children build up positive patterns of behaviour.

- Behaviour expectations of the children in the group are discussed and agreed within the group and explained to all newcomers, both adults and children.
- All adults in the setting are responsible for ensuring that boundaries are applied consistently so that the children have the security of knowing how they are expected to behave.
- All adults demonstrate friendliness, care and courtesy. They must be positive role models for the children.
- Care is taken to praise and endorse desirable behaviour, such as kindness and a willingness to share, so that there is no risk of children receiving adult attention only as a result of undesirable behaviour.
- An atmosphere of care and respect is maintained in which rules provide a secure framework for everyone's activities.

### Response to children behaving in unacceptable ways

The following principles must be followed:

- Physical punishment, such as smacking, shaking or treating roughly must never be used, or threatened
- Children are never sent out of the room by themselves
- Techniques intended to single out and humiliate individuals, such as the 'naughty chair', are never used.
- Children are given one-to-one adult support in seeing what was wrong and in working towards a better pattern of behaviour.
- In cases of serious misbehaviour, such as racial or other abuse and bullying, the unacceptability of the behaviour and attitude must be made clear immediately, by means of explanation rather than personal blame. The child must be made aware that:
  - o it is the behaviour that is unacceptable and not the child
  - o the staff in the pre-school do not shout or raise their voices in a threatening way.
- Adults are aware of, and respect, varying cultural expectations regarding interactions between people and do not, for example, expect eye contact with children who would consider this impolite.
- Adults' handling of behaviour problems are developmentally appropriate, respecting individual children's levels of understanding and maturity.

By these means, we work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

### Disciplinary boundaries

The boundaries regarding behaviour should be explained to the child and applied consistently.

They should be encouraged to talk about their feelings and ideas instead of struggling with them internally, which could lead to anti-social behaviour.

The children should always be helped to develop self-discipline and respect for the needs of others.



Staff must deal with incidents of misbehaviour as follows:

- Calm the situation down and find out what has happened from the children involved. Explain why the behaviour is unacceptable.
- Distract or take the child away from the situation. Divert their attention to something else.
- Avoid unnecessary comparisons and direct personal criticism.
- Ensure that the victim of the incident is taken care of and comforted.
- Refer to inclusion policy

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