



Fowlmere Playgroup positive behaviour Policy

Our beliefs:

Fowlmere playgroup believes 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 others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example.

Our aim:

At Fowlmere Playgroup, we aim to enable all children to develop confidence, self-esteem, and a positive attitude towards others and their learning.

We ensure all staff are aware of developmental needs of the children in the setting and therefore adopt mutual respect in the environment.

We aim to work closely with parents/ carers to ensure a consistent approach to behaviour management.

Our environment:

Changes have been made to Fowlmere Playgroup's inside and outdoor environments to ensure positive behaviour is always present and are reviewed at regular intervals to see if further alterations or adaptations need to be made to the environment.

We ensure that

- There are enough popular toys and resources and enough activities available so that the children are meaningfully occupied without the need for unnecessary conflict over sharing or waiting for turns.
- We ensure that the environment is safe, welcoming and inviting and include activities that focus on the children interests, needs and choices.
- We ensure there is good communication between staff to ensure each session runs smoothly.

Staff:

Staff are always required to be positive role models to children, encouraging sharing, turn taking and general social skills. Staff will adopt a calm, friendly and consistent approach when dealing with undesirable behaviour.

We familiarise new staff and volunteers with the settings behaviour policy and guidelines for behaviour. All staff are to understand the stages of moral development, to ensure they deal appropriately to each individual child and the stage they are at.

We require all staff and volunteers to use positive strategies for handling any inappropriate behaviour, by helping the children find solutions which are appropriate for the child's age and stage of development. These may include emotional literacy and acknowledgement of their feelings and explanation as to what is not acceptable through group activities/resources that will support this development.

We work in partnership with parents and believe that it is important that we share with parents, examples of their child using positive behaviour to others in different situations so that this can be celebrated and discussed at home.

Staff will be discreet when communicating incidents of challenging behaviour to other staff, they should speak to them in a quiet area away from the children/parents/carers. Staff will also ensure when speaking to a parent regarding their child's behaviour that this is done discreetly.

If we have any concerns with a child demonstrating recurring inconsiderate/negative behaviour we will meet with parents to discuss this matter. We will work with parents to understand if there is any underlying cause to why this behaviour is occurring and will inform parents that we may need to complete further behaviour observations methods to identify the cause before then deciding jointly how to respond appropriately.

Our behaviour management lead is Verity Smith.

This lead role will ensure staff, parents and children are being effectively supported.

Parent and carers:

We offer an open-door policy to all parents/carers in which they can discuss any issue or concern in confidence or private with the key person or manager.

Managing inappropriate behaviour:

- Staff should never use any form of physical punishment, restraint, or humiliation when dealing with undesirable behaviour
- Whilst in the nursery, staff should use a gentle, calm tone, and child friendly and age appropriate language when dealing with unwanted behaviour

- Always keep calm; never show that undesirable behaviour has had any impact on you
- if necessary, we will separate one child from another if we deem they are at risk or causing each other harm, we will inform the children's parents at pick up and the situation will be monitored
- Our approach is to give praise to children to promote positive behaviour rather than blaming the other child whose behaviour was deemed to be unacceptable
- When there is conflict over a toy the children will be encouraged to use a timer and await their turn
- Children are made aware daily of the rules at playgroup, these are created with simple words and pictures and are always on display in the setting (our rule board)
- We encourage the children to use self-regulation to encourage them to sort out their own disagreements where possible
- Visual supports are used in all aspects of our day to support the children, whatever their needs (such as our circle time prompts)
- Staff will ensure incident forms are filled in, to record any incidents where a child has needed to be removed to protect them from hurting themselves or others

Our behaviour strategy:

From working with the local primary school, we have chosen to adopt a behaviour strategy that is similar to theirs, so that this form of behaviour management can be continued into education.

Traffic light system

If a child continually doesn't adhere to the rules, they will be given the first warning in our traffic light system (a green spot); green will be followed by amber for 2 warnings, then finally a red spot. Once a red spot has been given the child will complete some thinking time away from the other children. This will be supported with a timer. Staff will then discuss the child's behaviour at their level and discreetly away from other children to understand why it happened and what we can do to stop this from recurring. To support children's visual understanding of their behaviour and warnings that have already been given. named pegs will be moved up and down accordingly on our laminated colour coordinated faces.

If negative behaviour continues staff may put an ABCC (Action, Behaviour, Cause, Consequence) in place so that we can support children's behaviour and monitor whether there are any triggers that could be removed from our routines, environment etc.

Special Educational needs:

If a child has a special educational need and if there are issues with their behaviour we will work closely with parents/carers, the Playgroup's SENCO, and outside agencies to come up with strategies to help with the situation in a way that is directly appropriate to their needs and abilities.

Bullying:

In the case of bullying, we will use the same procedures as for inappropriate behaviour, by explaining to the child that the behaviour is not acceptable, and we will intervene if necessary to prevent the other children from harm. We will help the child to understand the impact of their actions and a discussion will take place with the children involved and their parents/ carers to work together to prevent further incidents like this occurring.

This policy was adopted at a meeting of	Fowlmere Playgroup
Held on	<hr/> 3 September 2018
Date to be reviewed	<hr/> September 2019
Signed on behalf of the management committee	<hr/>  <hr/>
Name of signatory	<hr/> Nico Schonken
Role of signatory (e.g. chair/owner)	<hr/> Chair
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