

# Stanton Drew & Pensford Preschool & Forest Club

## Good Behaviour Policy

### Statement of intent

Stanton Drew & Pensford Pre-school is committed to establishing an environment where adults consistently manage and encourage positive behavior promoting children's welfare and development.

### Aim

Our aim is to provide a happy and caring environment and to apply simple rules fairly and consistently and to keep the children safe.

### Positive procedure for encouraging good behavior

- **Golden rules** – our children help us create our 'golden rules'. These are reviewed termly. We use Mr Bear who lives at pre-school who notices the children's behaviors and responds accordingly e.g. if the children are too loud he might go back in his cave or "talk to a member of staff about his ears hurting due to repeated loud noises" at mat time.
- **Prevention** – adults anticipate and remove potential problems and provide activities that will challenge and engage the children.
- **Sharing** – when two children wish to use the same resource, they are encouraged to use the sand timer to help them take turns.
- **Interaction** – children are given plenty of adult attention, avoiding situations in which adults respond to children only in return for undesirable behavior.
- **Praise** – adults offer praise and positive reinforcement for any example of good behavior such as sharing, taking turns, listening, or being polite and helpful. We share about children's positive behavior at mat time and how being kind, being listened to, being polite makes our heart feel good. Mr. Bear awards for following our golden rules such as good manners.
- **Clear explanations** – instructions are given clearly and in a positive way e.g. "' Use indoor voices and inside walking feet" instead of "stop shouting and stop running".
- **Positive role-models** – adults behave in a courteous and friendly way, providing a good role-model that the children can copy.

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- **Environment** – Staff acknowledge that children will respond to their environment e.g. loud adults make loud children, untidiness and clutter encourage messy situations.

### ***Procedures for dealing with unwanted behavior***

#### **Immediately stop the unwanted behavior**

We will use the word stop, a hand sign or picture exchange card or combination of the three to encourage the child to stop what they are doing.

We will use the phrase “it is not OK to .....” Naming the unwanted behavior

We will then use redirection, emotion coaching, time out or physical intervention, whichever is most appropriate for the situation and the age and developmental stage of the child.

#### **Emotion Coaching**

We aim to use emotion coaching to help our children understand the different emotions they experience, why they occur and how to handle them. We provide a calm corner with sensory objects/toys, emotions books and breathing/calm strategies.

#### **What does this mean in practice?**

#### **Step 1 – Recognizing, empathizing, validating the feelings and labelling**

Examples:

- “I can see that you get angry when that happens, I would feel angry if that happened to me. It's normal to feel like that”
- “I can see you're frowning and kicking the wall and you're expressing a lot of energy. I would be feeling like that too if I didn't want to do something”
- “I think you might be feeling fed up about not being able to play with your toys now. I know that's not nice for you”

#### **Step 2 – Setting limits (if needed)**

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### Examples

- “These are the golden rules that we have to follow. Doing that is not OK”
- “We can’t behave like that even though you are feeling annoyed because it is not safe”
- “You didn’t put the ball away as we agreed. You are probably angry that you can’t play with Billy now because you have to stop”

### **Step 3 – Problem solving with child**

When the child is in a calm and relaxed rational state

Explore the feelings that give rise to the behavior/problem/incident

Scaffold alternative ideas and actions that could lead to more appropriate and productive outcomes

Empower the child to believe he/she can overcome difficulties and manage feelings/behavior.

### Examples

- “If both of you want the same toy, what could you do?”
- “Next time you’re feeling like this, what could you do? How do you think you will react next time or if this happens again?”
- “You need to sit either by Ruth or sit by the adult in front of me – Which do you want to do?”

### **Time out**

When a child hurts another child intentionally either physically or due to unkind words, then time out may be considered necessary, the visual pec cards for stop, not OK and time out will be used. The child will be asked to sit in the calm corner/ golden rules area for 1 minute, using the sand timer as a visual reference. If appropriate the adult will then use the techniques above to discuss with the child their actions and either ask the hurt child if it’s ok, Makaton sign sorry, say sorry or offer a hug to the child they hurt. The incident should be recorded and shared with parents.

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### Physical intervention

Staff should not use any form of physical intervention unless necessary to prevent personal injury to the child, other children, an adult or serious damage to the property.

Where physical intervention is used to manage a child's behavior this must be recorded and parents/carers should be informed on the same day.

### Behavior Management responsibility

Melissa Diaz is our member of staff with specific responsibility towards behavior management.

### External agencies

Parents will be consulted before external agencies are contacted to help with behavior management.

These policies and procedures were adopted at a Committee meeting of Stanton Drew & Pensford Pre-school

Held on (date)	Monitoring and reviewing annually
Date to be reviewed (date)	March 2024
Signed on behalf of the committee	
Name & role of signatory	
Signed on behalf of the pre-school	Melissa Diaz
Name & role of signatory	Melissa Diaz -Preschool Leader