

Behaviour Management Policy

Telford Preschool 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.

We encourage children 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. The principles that underpin how we achieve positive and considerate behaviour exist within our programme for promoting personal, social and emotional development.

Telford Preschool recognises that the strategies we use to support children's abilities to achieve positive behaviour, need to be developmentally appropriate to each child.

1. Under no circumstances will any form of corporal punishment be used by any member of staff. Consistency should be used with every child, positive praise and encouragement is the key aim of every member of staff. We use our sand timers to help.
2. Should a persistent difficulty arise with a particular child, a member of staff, usually the one who has the best relationship with the child, should discuss the problem with the Behaviour Management Named Person and the parents. If necessary, a programme of targets to be achieved as part of the Preschool session should be established.
3. Each situation will be treated individually and as much encouragement and praise given to the child as possible. Positive language should be used by staff at all times. The Manager will be available to assist, given their experience in dealing with children who present Challenging Behaviour, and to talk to parents.
4. All plans should be discussed in full with the parents before any action takes place.
5. Parents will be informed (in private) if an incident occurs when a child needs to be corrected, especially if another child has been involved.
6. The Behaviour Management Named Person will be encouraged to attend relevant training sessions and cascade to all staff.



7. The following procedure will help develop interaction and behaviour targets:
- a. Talk to colleagues and clarify the nature of any concern.
 - b. Observation in relation to the concern. Observations may be carried out by several staff in a variety of different activities, groups and situations and then fed back .
 - c. Discuss observations and assess outcomes of discussions (Manager at staff meeting).
 - Is the concern confirmed?
 - Is the problem the setting rather than the child? (can you adjust practice and resolve problems)
 - Is the concern significant to wish to discuss with parents?
 - Take into account the child's developmental levels and ability
 - Look for positive behaviour too and praise them.
 - Use available resources to plan support e.g. behaviour file in the office.

Bullying

Bullying involves the persistent physical or verbal abuse of another child or children and will always be taken seriously. We do not use the term bullying unless it is a consistent pattern of behaviour targeting the same child or children. It is usually seen in children older than our Telford Preschool but this is how we would deal with it.

If a child bullies another child or children:

- We intervene to stop the child harming another child.
- We explain to the child doing the bullying why her/his behaviour is inappropriate.
- We give reassurance to the child or children who have been bullied.



- We help the child who has been bullying to say sorry or at least express regret / empathy through gesture and deed; e.g. stroke their arm or get a toy or tissue for child.
- We do not label children who bully
- When children bully, we discuss what has happened with their parents and work out with them a procedure for handling the child's behaviour.
- When children have been bullied, we share what has happened with the parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

All parents are encouraged to comment on and contribute to the amendment and development of policies.

Updated by Claire Harman-Sherwood, sept 2021

