

Goonhavern Pre-School



Nurture the seed and together we will grow

Goonhavern Early Years

Behaviour Policy

At Goonhavern Pre-School and School we believe the job of promoting positive self-esteem is one of the most important that we do, and that the acquisition of positive self-esteem by both children and staff is crucial to the effectiveness and happiness of the School. Poor self-esteem leads to a child viewing themselves, and believing others view them, as useless, unlikeable and unable to achieve. They are unlikely to be able to relate to others in a warm, respectful and empathetic way, and are more likely to adopt a negative response to life's challenges and choices. We believe that children can only accept academic and social challenges, and adopt a positive approach to all they do, if supported by affection, praise, success and recognition.

Aims of our Behaviour Policy:

- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To ensure that all children are treated fairly, shown respect and taught to promote good relationships.
- To refuse to give children attention and importance for poor conduct.
- To teach children to take control over their own behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, respect and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

In order to achieve this:

- Rules governing the conduct of the group and the behaviour of the children will be discussed and agreed within the Early Years team and explained to all newcomers, both children and adults.
- All adults in Early Years will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- All adults will provide a positive model for the children with regard to kindness, care and courtesy and willingness to share.
- Adults in the Early Years will praise and endorse desirable behaviour such as kindness, care and willingness to share.
- All Adults will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- All children will be supported to communicate their needs effectively, through both verbal and non-verbal (MAKATON) means.

When children behave in unacceptable ways:

A range of positive behavioural strategies will be used by Early Years staff to address unsatisfactory behaviour. It is important to acknowledge when a child is feeling angry or upset and that it is the behaviour we are rejecting, not the child.

Early years staff will help children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include: acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.

Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's level of maturity and understanding.

Recurring problems will be tackled by the whole Early Years team, in partnership with the parent or carer, using objective observation records to establish an understanding of the cause of the behaviour.

Adults will be aware that some kinds of behaviour may arise from a child's special educational needs or communication difficulties.

Techniques intended to single out and humiliate individual children will not be used.

In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanation, rather than personal blame.

In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour, not the child that is unwelcome.

Adults will not shout or raise their voices in a threatening manner.

Parents will always be informed. This must be approached in the same spirit as above, not labelling the child only the behaviour. Words such as naughty, silly etc. must be avoided.

Incidents will be recorded on My Concern

If there is a pattern of difficult behaviour:

If we feel, as a staff, that the child is exhibiting repeated patterns of difficult behaviour, staff will request a meeting with the child's parent or carer to discuss concerns. This, on most occasions, will lead to an agreed plan of action. If the unwanted behaviour continues, then our SEN policies and provision will be followed.

If physical intervention is deemed appropriate, for example to prevent injury or damage to persons or property, minimum force will be used for the least possible amount of time. All incidents will be recorded on My Concern with a 'positive handling' tag and parents/carers will be informed on the day. This will result in an individual behaviour plan identifying strategies to prevent a repetition.

Through our teaching we aim to:

- Teach and guide children in practising the social skills they need to promote positive behaviour.
- Engage children in activities to develop the social skills they need to help promote positive behaviour, including empathy, assertiveness, and problem-solving.
- Prepare to take advantage of teachable moments, and intervene immediately and effectively whenever children engage in poor behaviours and to recognise examples of good behaviour.

Reviewed: September 2021

Next Review: September 2022