



Triangle Pre-School

Wesley Methodist Church Hall, Fromond Road, Winchester, Hampshire, SO22 6EG
Telephone 01962 880988
Registered Charity Number: 1033953

ACHIEVING POSITIVE BEHAVIOUR

Policy Statement

Triangle Pre-school believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmental expectations for their behaviour.

Procedures:

We have a named person (Alison White) who has overall responsibility for issues concerning behaviour.

We require the named person to:

- Keep herself up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
- Access relevant sources of expertise on promoting positive behaviour.
- Check all staff have relevant training on promoting positive behaviour. (We keep record of all staff training).
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the settings behaviour policy and it's guidelines for behaviour.
- We expect all members of the setting – children, parents, staff, volunteers and students to keep to the guidelines.
- We work in partnership with Children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour using our observation records to help us understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour

- We require all staff, parents and volunteers to use positive strategies for handling any inconsiderate behaviour by finding solutions which are appropriate for the children's ages and stages of development.
- We try to ensure that there are enough popular toys and resources and sufficient activities available so there is no need for unnecessary conflict over sharing and waiting turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self esteem, confidence and feelings of competence.



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- We support each child in developing a sense of belonging in our group so they feel valued and welcome.
- We avoid creating situations in which children receive adult attention in return for inconsiderate behaviour.
- When children behave in inconsiderate ways we help them to understand the outcomes of their actions and support them in learning to cope more appropriately.
- We never send children out of the room by themselves nor do we use a naughty chair strategy that excludes children from the group.
- We never use physical punishment such as shaking and smacking neither do we threaten children with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint such as holding only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Manager and are recorded in the Child's personal file. The Child's parents are informed on the same day.
- In cases of serious behaviour, such as racial or other abuse we make clear immediately the unacceptability of the behaviour and attitudes by means of explanation rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Children under three years.

- When children under three years behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those of older children.
- We recognise that very young children are unable to regulate their own emotions and require sensitive adults to help them do this.
- Behaviours of young children include tantrums, biting or fighting. Staff will help children in these situations to manage their feelings by helping them to resolve issues and to understand why such behaviours occur.
- If tantrums, biting or fighting are frequent we try to find out the underlying cause by discussion with parents/carers.
- We focus on ensuring a Child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.



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Rough and tumble play and fantasy aggression.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive. i.e. Superhero and weapon play.
- We will develop strategies to contain play that are agreed with the children and understood by them with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play contains violent strategies such as blowing up, shouting etc and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We will try to tune into the content of such play to offer alternative strategies for heroes and heroines to encourage empathy and alternative strategies for conflict resolution.

Hurtful Behaviour

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them to manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self management of intense emotions happens when the brain has developed neurological systems to manage the physiological process that take place when triggers activate responses of anger or fear.
- We help the above process by helping the child who is angry as well as the child who has been hurt by the behaviour.
- We do not engage in punitive responses to a young Childs rage that will have the opposite effect.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children express them, making a connection verbally between the event and the feeling.
- We help children learn to empathise with others understanding that they have feelings too and that their actions impact on others feelings.
- We are aware that the same problem may happen over and over before skills such as sharing and turn taking develop.
- We support social skills through modelling behaviour. We build self esteem and confidence in children recognising their emotional needs through close and committed relationships with them.



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- We help a child understand the effect that their behaviour has had on another child. We do not force a child to say sorry but encourage this where it is clear that they are genuinely sorry and wish to show this.
- If such behaviour becomes persistent we work with the parents/carers to identify a cause and find a solution together.
- Where the above does not work we support the child and family and make the appropriate referrals where necessary.

This policy was adopted at a meeting of Triangle Pre-School held on:

.....4th January 2021.....

Date to be reviewed: JAN 2022

Signed on behalf of the Management committee:

Name of Signatory:

Role of Signatory: