



“Encouraging children to feel safe, secure and strive for their best.”

Behaviour Policy

7.1 Achieving positive behaviour

Aims and Expectations

At St Mary's Playgroup we aim for children to feel safe, secure and strive for their best. We believe children flourish best when we consider their all round development and ensure they feel valued and respected in a caring and nurturing environment. We believe children need clear and appropriate expectations for their behaviour. They learn how their behaviour can impact other people, places and objects, which requires support, encouragement, teaching and modelling a positive example.

We have high expectations of behaviour that are reflected in our golden rules, put together by the staff, parents and children which are updated each year. These are displayed in the room and regularly referred to and looked at during sessions.

Our Behaviour Management Coordinators are our Playleader and Deputy Playleader who have overall responsibility for implementing our behaviour policy, ensuring all staff understand and implement the policy and have relevant and up to date training.

Planning in the moment

St Mary's Playgroup has adopted a 'planning in the moment' approach to teaching and learning which involves ensuring the environment, both indoors and out are stimulating and accessible at all times. Ensuring all children are happy and engaged means rich and effective learning will be taking place and when children are engaged, inappropriate behaviour is much less likely to present itself. Adults are encouraged to always go to a child, getting down to their level to talk through a situation and if needed they will discuss through any behaviours using rule cards to prompt and positive praise when followed through.

Positive Behaviour

As a result of discussing with the children what appropriate behaviour looks like in playgroup, they have decided on the following rules:

- We share the toys and play together nicely
- We help to look after our room and tidy up as we go
- We use our listening ears to hear what the adults say to us
- We use our walking feet, we don't run inside
- We clear away our cups and plates after meals
- When the tambourine is played we stop and twinkle our fingers
- We wash our hands after using the toilet and before we eat or cook
- We look after our books and book corner
- We listen to adults and always follow instructions when we are on the rope

Methods for encouraging positive behaviour

- All adults are positive role models and will provide a friendly and supportive environment for the children.
- We continually reward positive behaviour through the use of verbal praise (being specific about what we are praising) .
- Staff are encouraged to use quiet voices at all times whilst inside to model the same from the children to provide a calm and focused learning environment.
- Where behaviour needs to be addressed staff go over to the children, get down to their level and speak calmly using the rules/problem solving cards if appropriate.
- We provide a wide range of activities to ensure all children are engaged to avoid any 'disruptive time' and continually 'scan' the room to make sure high level engagement at all times.
- 'Catch and distract' – Wherever possible we will catch a situation before it becomes a problem and distract the child with discussion or an alternative activity.
- We regularly refer to our 'golden rules' and use circle time and other group activities as a way to discuss our feelings and behaviour.
- We avoid shouting (unless children are in immediate danger) and gestures (e.g pointing) and do not raise our voices in a threatening way to respond to a child's behaviour .

Agreed sanctions for inappropriate behaviour

When dealing with inappropriate behaviour we make it clear that we are addressing the behaviour or action and not the child. The child who is hurt will also be our first priority so that the children observing learn inappropriate behaviour is not an acceptable way to gain attention.

Wherever possible we use positive strategies for handling any unacceptable behaviour and help children find solutions that are appropriate for their age and development. These include: acknowledging their feelings, explaining what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.

Children are given 3 opportunities to show appropriate behaviour:

1. Adults go to the child, get down to their level and discuss the what is happening and/or what behaviour we require. E.g. if they are running ask them “*Name* can you remember we use walking feet inside. Can you show me how you walk?”. Restate the rules if needed and give explanation if we feel the child is able to understand.
2. Reiterate rules and look at rule cards. E.g. “Let’s have a look at the rule cards to remember how we use our feet in playgroup”. Distract and divert to something more suitable if needed.
3. Give a verbal reminder about what will happen if the unwanted behaviour continues, e.g. “We use our walking feet inside playgroup. If you would like to run around then let’s get our wellies on and run outside.”

Children with EAL

For children with English as an additional language (EAL) we may adopt a different strategy that will involve the parents and be on an individual basis. Our SENDCo, where required, will also seek outside support with parents permission.

On going challenging behaviour

If children present any on going challenging behaviours we will initially begin to make observations, including the use of the ABC format to note times and possible triggers etc. Alongside this we will speak to parents and keep them informed of any concerns we have and how we can best move forward.

If a child continues to present challenging behaviour staff will work together to compile a ‘Positive behaviour plan’ outlining the behaviour, triggers and strategies to manage these behaviours. This will be agreed with the child’s parents and reviewed each half term with continued dialogue between staff and parents to share progress.

Physical punishment

We never use physical or corporal punishment, such as smacking or shaking and children are never left out of the room or unattended. Children are never threatened with these.

Evaluating the success of our behaviour policy

To evaluate the success of our behaviour policy we will observe staff for consistency, regularly talk about acceptable behaviour during circle time with the children and review any incidents within the leadership as a priority should they occur.

Staff also continually undertake training regarding managing behaviour and specific training sought if needed in relation to specific needs.

Bullying

Bullying is repeated verbal, physical, social or psychological aggressive behaviour by a person or group directed towards a less powerful person or group with the intention to cause harm, distress or fear.

At St Mary's Playgroup bullying is considered completely unacceptable and will be treated very seriously. Any incidents will be recorded in the incident book after talking to both the child doing the bullying and the child being bullied to address and resolve the situation. We will also discuss what has happened with the parents of the children involved and look to plan together how to resolve the situation.

Physical intervention

We will only use physical restraint or 'reasonable force', such as moving a child away from another, to prevent physical injury to children or adults and/or serious damage to property. As staff we have a 'duty of care' to all our children and staff/adults and 'reasonable force', as outlined in 'Use of reasonable force' (DfE, 2013), can be used to prevent children from hurting themselves or others, or from damaging property. Any incidents of physical restraint will be recorded.

This policy runs in conjunction with the following policies:

- Early years safeguarding and child protection
- Valuing diversity and promoting equality

And is in line with the EYFS Statutory Framework (April 2021) 1.6, 1.7, 1.8, 3.52, 3.53

Playleader

Chair of Committee

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