



Holy Trinity Claygate Pre-School

Behaviour Management Policy

Statement of Intent

Jigsaw Pre-School believes in creating a positive environment where adults consistently manage and encourage positive behaviour and promote children's welfare and development. We achieve this by having consistent adults, who positively encourage children to respect themselves and others in a secure, challenging, stimulating and positive environment, with clear boundaries and expectations. The behaviour management lead – Vicky Marsh - has responsibility for behaviour management and has attended the relevant Surrey Early Years training course.

Aims

- to use praise and positive reinforcement
- to encourage sharing and negotiation
- staff / volunteers to lead by example and be good role models
- to help children understand the consequences of their behaviour
- to reassure children that they are valued as individuals even if their behaviour is sometimes unacceptable
- to achieve an environment in which children can be respected as individuals and in which the varied experiences of our children can enrich the life of Jigsaw

Method

- All members of staff, including students and volunteers, read and understand the Behaviour Management Policy. It is discussed with staff at their induction and reviewed at least annually.
- The Behaviour Management Policy is made available to all parent/ carers.
- Staff / volunteers should be consistent with techniques to encourage positive behaviour, be consistent in the use of intervention techniques and be good role models and good examples to the children
- The Manager and staff, with the input of the children, create Jigsaw rules / boundaries which are reviewed termly.
- We do not humiliate, segregate, or use a 'naughty chair' as this is detrimental to the self-esteem of the children.
- Physical punishments (or the threat of them) are not used by any staff member. Staff do not use any form of physical intervention unless it is necessary to prevent personal injury to the child, other children, an adult or serious damage to property.

- An Incident form is kept to record any incident where physical intervention is used.

The following information is recorded:

- name of the child
- name of the staff member(s) who used physical intervention
- date, time and place of the incident
- circumstances of the incident and the factors leading up to the incident
- nature of physical intervention used
- names of any witnesses

Where physical intervention is used to manage a child's behaviour, the details are recorded and parent / carers are informed on the same day.

The Incident form is kept in a folder in a locked cupboard.

Our policy for handling a biting incident is the following:

. The biter is quietly removed from the situation and is firmly told NO. They will be placed with an adult and engaged in an activity or play with that adult in order to ensure that they do not get attention for the act. The child who has been bitten is consoled with lots of adult attention and the bite attended to.

. An accident form is filled out for the child who has been bitten and the parent/carer is informed at the end of the session. An incident form is filled out for the child who has bitten and the parent/carer is informed at the end of the session.

. We look carefully at the context of each biting incident in order to prevent further biting behaviour.

. Where a pattern of behaviour is noted, we will work with that child to find ways of reducing and stopping their behaviour by adapting their environment, avoiding situations they find stressful and if appropriate, providing extra adult support. A behaviour plan will be written by the behaviour lead and key carer and shared with all the staff.

. If any one child has been singled out, we will work to ensure that the child is offered a higher level of protection.