



Managing behaviour Policy

Positive behaviour is located within the context of the development of children's personal, social and emotional skills and well-being. A key person who understands children's needs, their levels of development, personal characteristics, and specific circumstances, supports this development. This ensures children's individual needs are understood and supported. Settling into a new environment is an emotional transition for young children especially as they learn to develop and master complex skills needed to communicate, negotiate and socialise with their peers. Skills such as turn taking and sharing often instigate minor conflicts between children as they struggle to deal with powerful emotions and feelings. During minor disputes, key persons help children to reflect and regulate their actions and, in most instances, children learn how to resolve minor disputes themselves. However, some incidents are influenced by factors, requiring a strategic approach especially if the behaviour causes harm or distress to the child or others. These situations are managed by the SENCO/key person using a stepped approach which aims to resolve the issue and/or avoid the behaviour escalating and causing further harm.

This is an unsettling time for young children. Educators are alert to the emotional well-being of children who may be affected by the disruption to their normal routine. Where a child's behaviour gives cause for concern, educators take into consideration the many factors that may be affecting them. This is done in partnership with the child's parents/carers and the principles of this procedure are adhered to the setting manager's will:

- ensure that all new staff attend training on behaviour management.
- help staff to implement positive behaviour in their everyday practice
- advise staff on how to address behaviour issues and how to access expert advice if needed

Developing life skills

We develop life skills such as, problem solving, conflict resolution, caring for others in the community, build relationships, dealing with emotions, divergent thinking skills and learning about negotiation and compromise.

Rewards and consequences

We use some rewards to promote positive behaviour such as, Sticker charts.

Sometimes as a last resort children need time to reflect or have some quiet time. This involves insisting children move away from what they are doing to reflect. This will always be a safe and comfortable place. The child will always have a member of staff sitting alongside them for support. Children will always be

given a warning before reflection time. Reflection time will be 1 minute per 1 year of age. If this or other positive approaches are not successful, with parent permission we will seek advice and support from our SENCO team.

Equal Opportunities and Inclusion

The children and parents are actively involved in our behaviour expectations and their perceptions are explored and valued.

There are clear curriculum guidelines for children with learning difficulties and behaviour. Appropriate assistance will be provided in a variety of ways including;

- A range of learning styles
- Using children's ideas and motivations as a starting point for learning
- Adjusting the conceptual demand of the task as appropriate for the child.

Little Elm's is fully aware of the equal opportunities legislation as it relates to behaviour policies, the Disability Discrimination Act 2005 and the Race Relations Act 1976 Amended 2000 and takes account of all special educational needs, disability, race, religion, culture and other vulnerable pupils. Staff are aware that they must make reasonable adjustments in the application of their behaviour policy according to the individual child. Little Elm's ensures that it complies with the relevant equality legislation and with the duty to promote the well-being of children (section 21 of the Education Act 2002, as amended by section 38 EIA 2006) and has a commitment to improving outcomes for all children and eliminating all forms of discrimination, harassment and bullying; as well as promoting equality of opportunity, the welfare of children and good relations across the whole setting. It also ensures that vulnerable children – such as those with special educational needs, physical or mental health needs, migrant and refugee pupils and looked-after children – receive behavioural support according to their need.

Principles that underpin the policy

The principles that underpin our behaviour policy are

- Approaches to behaviour should be consistent and fair
- Styles of learning should meet the needs of children and not pre-conceived notions of what is or is not appropriate
- Children's emotional welfare, wellbeing and involvement should be assessed
- Children should feel motivated and challenged
- Parents and carers need to feel well informed about and comfortable with all behaviour expectations
- Children, parents/carers and staff need to be involved on an equal basis
- Transitions are managed effectively, thought about and planned in advance
 - Allowances are made for special occasions
 - Everyone should be and feel respected

Partnership with parents

Little Elms *preschool encourage parents to be involved by:*

- Inviting parents into setting 3 times a year to discuss the progress of their child
 - Discuss any issues as and when they arise
 - Welcome parents to discuss children or personal situations at any time
- Stay and play sessions
- Half termly information newsletters to inform parents of curriculum coverage

Updated 22.08.2023 – SW And KM