



**Broomley Pre-School**  
**Main Road**  
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**Northumberland**  
**NE43 7NN**  
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**Registered Charity No. 1069127**

Equality of Opportunity  
Promoting Positive Behaviour Policy

### Statement of Intent

Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We aim to work towards a situation in which children can develop self-discipline and self-esteem, in an atmosphere of mutual respect and encouragement. Staff will never use physical punishment, ridicule or humiliate any child.

### Methods

- We recognise that codes for interacting with other people vary between cultures so require staff to be aware of and respect those used by the setting.
- 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, parents and volunteers with the settings behaviour policy and its guidelines for behaviour,
- We work in partnership with the children's parents and the Key person will inform or discuss with parents their child's progress

- We will work with parents to address a recurring inconsiderate behaviour by using observation records to help us understand the cause and to decide jointly how to respond appropriately.

The setting uses the Northumberland Early Years Inclusion Toolkit to observe children and implement strategies that will support their needs.

Staff will ensure that they attend any relevant training.

The named person responsible for Behaviour Management is Tina Gray.

### Rules and Boundaries

- We recognise that children of Pre School age are aware of positive and negative behaviour so we discuss as a group what the Pre School rules should be and value each child's contribution.
- Rules and boundaries will be presented on the wall so the children can be reminded of the agreed boundaries.
- Social stories or discussion may be used as a reminder of expected behaviour. We may also use visual prompts such as picture cards to explore children's feelings and emotions.
- The staff will help and encourage the children to understand about being kind to each other and acknowledge each other's feelings. Through allowing children to resolve problems and conflicts with staff support.

### How the pre-school staff help children to solve problems and resolve conflicts:

- Approach calmly
- Observe what is happening
- Place self between children, on their level
- Use a calm voice and a gentle touch
- Stop hurtful actions

### Acknowledge Feelings

- Describe feelings observed
- Gather Information
- Ask open ended questions "what is the problem?" "What is happening?"

### Restate the problem

- Clarify the problem "so the problem is...."
- Check with each child.

### Ask for solutions and choose together

- Encourage children to talk to each other to think of solutions, " what can we do to solve the problem"
- Offer your ideas if needed.
- Give a choice of two if the children need some support.

### Be prepared to give follow-up support

- Stay near.
- Comment “You solved the problem”
- If the problem seems unfair but the children are happy with their decision let them decide.

We support each child in developing a sense of belonging to our group so that they feel valued and welcome.

Through the Early Years Foundation Stage guidelines we help develop the Personal, social and Emotional needs of all children.

### Reward Systems

We acknowledge considerate behaviour such as kindness and willingness to share and the children are rewarded for their positive behaviour in the setting.

- Our main form of reward is verbal/social praise. The children will always be thanked for their positive behaviour, praised for their good work or good listening. E.g. I am very happy that you have tidied the toys away, thank you. (Instead of good boy, good girl.) This makes it clear to the children what they are being praised for.
- We also have the “Kindness Tree” where if we see someone doing something very kind or thoughtful we will write an explanation of what they have done on a leaf to be displayed. We will read this out to the children at group time and encourage the other children to clap for them or say well done.

### Dealing with unwanted behaviour

Occasionally Staff will need to deal with unwanted behaviour in the setting. This will be handled in a consistent way.

Strategies such as distraction or ignoring the child’s behaviour will be used when possible.

When dealing with children’s challenging behaviour, staff will follow the 3 step rule.

- First warning (unacceptable behaviour) “This is not the kind of behaviour we have in pre-school”. Explain to child what the pre-school rule/s may be.
- Second warning: “I’ve asked you to do (...) and you are choosing not to listen to me”
- Final warning: I’ve asked you twice not to do (...); I am now saying that you need to do ..... “
- If a child continues to display unwanted behaviour a member of staff will take them away from the situation and clarify what is the unwanted behaviour and provide an explanation as to why the behaviour is unacceptable.

We would only use physical restraint, such as holding, 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 parent/guardian on the same day and will be noted on an incident form.

In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.

We do not shout or raise our voices in a threatening way to respond to children's behaviour.

We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development – for example by distraction, discussion or by withdrawing the child from the situation.

- We may use "Thinking Time" when the child will be asked to think about their behaviour and the affect it might have had on others. This will be no longer than a couple of minutes. Staff will always stay with the children although little attention will be given during this time. After this time the child can then decide on an appropriate action, such as an apology. The child will be thanked for sitting for the agreed time.
- It is recognised that some children may require specific interventions to deal with their behaviour if it is of continuing concern. Advice will be sought if necessary.
- Staff will ensure a consistent approach and will continue to have discussions as a team about dealing with behaviour.
- Issues will always be discussed away from the children
- Parents will be kept informed of any instances of negative behaviour and reminded that the behaviour has been dealt with in the setting.

This policy was adopted at a committee meeting of

Broomley Pre School

Held on: April 2023

Date to be reviewed - April 2024

Signed on behalf of the management committee:

Name of signatory - Vanessa Hucklesby

Role of signatory - Chairperson