

Sarratt Ducklings Pre-School

Positive Behaviour Policy

At Sarratt Ducklings we believe that children flourish best in an ordered environment, in which everyone knows what is expected of them. Where the children are free to develop their play and learning without fear of being hurt, verbally abused, or hindered in any way.

We believe that it is central to the philosophy of Ducklings that all staff should be very positive at all times towards the children, their parents/carers and each other. Any issues or problems arising with children, parents or other members of staff should be discussed in private with Deborah Ingram who has overall responsibility for our programme for supporting personal, social, and emotional development including issues concerning behaviour, this support is shared between all staff. The passing of negative comments about children, parents or other staff is not acceptable in any form.

We recognise that children may pick speech habits from their parents and other sources. They may use speech which is inappropriate (e.g. racial or personal comments) without realising this to be the case. If this happens, the parents will be contacted and the problem explained to them. The parents will then be asked to work with the child and the staff to show them that the comments they made were not acceptable.

Unacceptable behaviour includes verbal abuse, abuse, racist comments and swearing. The parents will be notified and asked to work with the staff to put the situation right.

Where the parents refuse to accept that the child has behaved in this way or made these comments, or they seek to justify them on the grounds that they were valid, or just 'child talk' and that the child 'doesn't really mean it', Mrs Ingram will insist that action is taken to stop the child behaving in this way. Justifications or excuses are not acceptable.

If a serious incident occurs, parents will be notified immediately and details will be entered in the incident book. If the problem is not resolved, the child can be excluded, but Ducklings would prefer to work with the parents and child to resolve the matter before it reaches this stage.

It is at the discretion of Sarratt Ducklings to exclude the child if it is felt this is in the best interest of the setting or the child themselves.

At Ducklings, we work towards rewarding good behaviour and promoting self-esteem. We do this by showing positive role models, praise and rewarding the behaviour we all want. We use a spider chart system to reward the children for their personal achievements. The child's spider moves up the chart for achievements. When the child has reached the top of the chart, they celebrate with their peers and can choose something from Mrs Ingram's special box.

We discuss and explain our Ducklings rules (displayed in the setting) on a regular basis so that we all know what is acceptable behaviour. We explain that we want them to be happy; by listening to each other, sharing, and taking turns and caring for each other, we also promote the appropriate use of 'please' and 'thank you.'

If these rules are broken, the child is reminded of them and told that we do not want that behaviour at Ducklings. If the behaviour persists, the child is again reminded that they are behaving unacceptably and that if it happens again, they will be given time-out on the timer. If the behaviour happens a third time, the child will sit out with the timer for 3 minutes, after which time the behaviour and why it is not acceptable will be discussed with the adult dealing with the situation. This usually settles the situation. If a child is placed on the timer three times in one session, they are told that their parents will be informed when they are collected.

However, we may adapt this policy for their needs (for example, if a child has special educational needs or disabilities or according to their ages and stages) and this does not need any consultation.

We always make it clear that it is the behaviour we do not like, not the child.

We also recognise that younger children might need to be treated differently and therefore follow a different approach:

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger, or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting, or fighting are frequent, we try to find out the underlying cause – such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of ‘separation anxiety’.
- We focus on ensuring a child’s attachment figure in the setting, their key worker, is building a strong relationship to provide security to the child.

Although we have these restrictions in place, we would far rather work with the children to provide a mutually agreeable outcome to a disagreement. With the older children, this involves discussing how the situation came about and thinking about a better solution.

Physical intervention will only be used, where appropriate, to ensure the safety of the child (i.e. to stop them tripping over) or others in their vicinity.

At no time would any physical punishment be used.