

# Happy Stars Preschool

## Behavior Management Policy

### Aim;

Our aim at Happy Stars Preschool is to create a positive environment where adults consistently manage and encourage positive behavior promoting children's welfare and development. We aim to achieve this by having consistent adults who positively encourage to respect themselves and others in a secure, challenging, stimulating and positive environment with clear boundaries and expectations, enable children to flourish and enjoy developing and learning and making a positive contribution.

Unique Child Inclusive practice 1:2 Keeping Safe 1:3 Health and well being 1:4	Positive Relationships Supporting Learning 2:3
Enabling Environments The learning Environment 3:3	Learning and Development Play and exploration 4:1

### Methods:

We will encourage positive behavior in all children depending on their ages and stages of development by ;

- Using praise and positive reinforcement .
- Encouraging sharing and negotiation.
- Staff/volunteers/students being good role models and setting good examples
- Consulting with children when creating rules/boundaries.
- Helping children to understand the consequences of their behavior.
- Helping children challenge bullying, harassment, and name calling.
- Encouraging children to be responsible for example, tidying up.

Reassuring children they are valued as individuals even if their behavior may sometimes be unacceptable.

We will create a positive environment by doing suitable , age related and challenging activities with children.

All staff will read and understand the Behavior management Policy, be consistent in the use of techniques to encourage positive behavior, be consistent in the use of intervention techniques, be good role models and set good examples for the children.

All parents will receive a copy of the Behavior Management Policy.

The ground rules and boundaries will be reviewed frequently.

We will not humiliate, segregate, withhold food, or use a "naughty chair" in managing children's behavior, as this is detrimental to their self esteem.

Physical punishment or the threat of them will not be used.

Staff will 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.

We will record any incidents where physical intervention is used. we will do this by recording;

- The name of the child,
- The name of the staff member, who used physical intervention,
- Previous intervention techniques used prior to the incident,
- The date , time and place of the incident,
- The circumstances of the incident and factors leading upto the incident,
- The nature of physical intervention used,
- The name of any witnesses,
- Any injuries that may have occurred during the incident,
- Any further actions taken and the parent's signatures.

The above will be recorded in a incident book and will be shown to the parents at the end of the session for their signature.

We will not tolerate any verbal, physical or emotional bullying by either a member of staff or child.

If a child's unacceptable behavior continues, we will include the child's parent / carer in making joint decisions regarding the child, and in extreme circumstances we will consult with external agencies, making sure that we have the parents consent before the agencies are approached, we will also take into account confidentiality when sharing information with parents / carers / external agencies.

We will make sure all staff are aware of intervention techniques that can be used, and they are;

**Structuring the environment**

Where we choose to speak to the child, whether we sit or stand can communicate the nature of the discussion, and may help the child to modify their own behavior.

Planned ignoring

By not giving attention to minor, harmless attention-seeking behavior, these behaviors are likely to die down.

Prompting

Gentle reminders to a child of what they need to stop doing or prepare can help the child to adjust to a change.

Active listening

Sometimes listening to what the child has to say and exploring and acknowledging their feelings through the use of reflective response can help a child to feel that  
Someone knows the reality of their feelings  
They are not alone and someone cares

Interpretation and interference

Backing away

Affection

Hurdle help

Redirecting / Distraction

Directive statement/direct appeal

Time out

## **Links to legislation;**

Children Act 1989 and 2004

Data Protection Act 1998.

Employment Equality regulations 2003.

Every child Matters- change for children 2004.

Freedom of Information Act 2000

Race Relations Act 1976.

This policy was adapted by Charmarie Galhenege for Happy Stars Preschool.

Name ;..... Date ; .....

Position ; ..... Review Date : .....

Signature ;