

# Sparkles And Millies Pre-School

## Sparkles Pre-School Group



## Behaviour Management Policy

We believe children flourish best where their personal Social and emotional needs are met and they are aware of behaviours expected of them

The group promotes positive behaviour in the group. Children will be clear what behaviour is expected from them through modeling expected behaviour and praising good behaviour.

Children are supported to consider the views and feelings of others, to show respect and courtesy to others and respect property and equipment. Staff will try to use positive behaviour prompts such as “use gentle hands” rather than a list of “Don’ts”

Children will be encouraged to make and support the rules of the group.

An atmosphere of care and respect is promoted and modeled by the adults of the group.

### **When Children behave in unacceptable ways**

Adults will explain to the child according to their age and stage of development why the behaviour is unacceptable. Children are given one-to-one support to reflect on misbehaviour and how to resolve it (eg apology)

Adults do not shout or raise their voices unless to alert a child to dangerous behaviour which could cause harm to them or another child, but is never to be sustained, rather continue to calm the situation with a calm reassuring tone.

Physical punishment such as smacking or shaking is NEVER used or threatened.

Children are never sent out of the room by themselves.

The Pre-School always promotes mutual respect between all children and adults and works to raise children’s self worth and self esteem.

## Disciplinary Rules

The rules regarding behaviour should be explained to the child and applied consistently.

They should be encouraged to talk about their feelings sensitively.

Sparkles and Millies staff have been trained in the Highscope method of resolving conflict:

- 1 Approach calmly, stopping any hurtful actions.** Place yourself between the children, on their level; use a calm voice and gentle touch; remain neutral rather than take sides.
- 2 Acknowledge children's feelings.** Say something simple such as "You look really upset;" let children know you need to hold any object in question.
- 3 Gather information.** Ask "What's the problem?" Do not ask "why" questions as young children focus on that what the problem is rather than understanding the reasons behind it.
- 4 Restate the problem:** "So the problem is..." Use and extend the children's vocabulary, substituting neutral words for hurtful or judgmental ones (such as "stupid") if needed.
- 5 Ask for solutions and choose one together.** Ask "What can we do to solve this problem?" Encourage children to think of a solution but offer options if the children are unable to at first.
- 6 Be prepared to give follow-up support.** Acknowledge children's accomplishments, e.g., "You solved the problem!" Stay nearby in case anyone is not happy with the solution and the process needs repeating.

## Time out

Time out may be used for a child who needs a calm space of time to be quiet and reflective. Time out is supervised by a qualified member of staff who should assist the calming down period. It should be used when high scope method is having no effect. If staff find they are using time out excessively for a particular child a review of what precedes the actions and preventative action planned and implemented.

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