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12.0 Promoting Positive Behaviour

Introduction

At The Lenches Pre School we believe that children flourish best when they know how they and others are expected to behave. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities.

The setting actively promotes British values and encourages and praises positive, caring and polite behaviour at all times and provides an environment where children learn to respect themselves, other people and their surroundings.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights of others and the impact that their behaviour has on people, places and objects. Children need to have set boundaries of behaviour for their own safety and the safety of their peers. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations our team help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions.

Aims & Objectives

The Lenches Pre-school will:

- Aim to promote the development of a sense of right and wrong behaviour by teaching the children the appropriate way to act and discourage unacceptable behaviour. Sometimes it is necessary to help children understand their own boundaries in certain situations, explaining why we do not accept certain behaviour.

- Recognise the individuality of all our children and that some behaviours are normal in young children eg. biting, children experiencing normal stages of development, who need support in their skills and development to help their social interest and social feelings, caring for others.
- Recognise that children are learning and developing, and act and model in a way to help support and guide each child in solving their own challenges, a child takes the most simplistic model, he/she is aware of their young age and experience and goes about solving his/her situation with peers in the only way they know. There are no feelings of meanness, they just want to solve the problem, ie. snatching a toy, pushing or grabbing a peer out of the way or actions like pulling hair or poking, hitting, especially when children do not have the Speech to communicate their needs.
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills.
- Ensure that all staff act as positive role models for children and show them positive behaviour.
- Always talk things through, encouraging self-control & responsibility and guide and help children in restoring friendships. We will always involve parents and seek to work together for the benefit of the child.
- Encourage parents and other visitors to be positive role models and challenge any poor behaviour shown.
- Work in partnership with parents by communicating openly.
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent.
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families.
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate.

Responsibility

The Manager will have overall responsibility for behaviour management and procedures for the setting. The Manager will be responsible for:

- Advising and supporting other staff on behaviour issues.
- Along with each room leader, keep up to date with legislation and research relating to behaviour.
- Support changes to policies and procedures in the nursery.
- Access relevant sources of expertise where required and act as a central information source for all involved.
- Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management.

Staff Training and Working in Partnerships

The Lenches Pre-school will familiarise new practitioners and volunteers with the settings behaviour policy and its guidelines for behaviour.

We require all staff, volunteers and students to provide a positive role model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

We will attend relevant training to help understand and guide appropriate models of behaviour to implement the setting's behaviour procedures.

We will have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary.

Check that all staff have relevant in-service training on positive behaviour.

We are committed to working in partnership with parents and carers in supporting children's development in all areas, including behaviour and we take into account children's age and stage of development.

We recognise that there may be different expectations for children's behaviour at home and at nursery. With a good level of communication, we can provide consistency for the children and this will help alleviate frustrations and misunderstandings that can lead to unwanted behaviours.

By working together home and pre-school will explore possible underlying causes and share positive strategies in order to ensure a consistent approach between setting and home.

An action plan to be shared by Pre-school and home may be agreed and reviewed to monitor outcomes.

Adult/Staff Responses


The Lenches Pre-school do not use rewards such as stickers or treats nor do we use sanctions such as Time Out.

All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.

Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a 'prize' is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be 'compliant' and respond to meet adult's own expectations in order to obtain a reward.

Children **should never** be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group **and left alone in 'time out' or on a 'naughty chair'**. However, if necessary, children can be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened in a supportive manner.

We urge and encourage all Parents and Carers to keep close communications with The Lenches Pre-school team in any event of concerns or questions with reference to behaviour in and out of the home.

This policy and all procedures contained within it was adopted at a meeting of	The Lenches Pre-school Group AGM
Held	25 th Nov 2024
Reviewed and amended	20 th Oct 2024 By P. Challacombe & M. Benbow
Signed on behalf of the management committee	
Name of signatory	Millie Benbow
Role of signatory and date signed	Chairperson 25/11/24