

## **BEHAVIOUR MANAGEMENT IN THE PRE-SCHOOL ROOM**

In our room we work with the children to promote an understanding and practice of self-discipline and self-esteem within the environment. We focus on encouragement, respect and keeping our environment harmonious through creating independent opportunities for children to be mindful.

We use circle time to discuss appropriate behavior and the golden rules of the room, we use all opportunities to discuss and express feelings, experiences and views.

Adults in the room will encourage and praise children whilst implementing the areas of learning within the room such as behaviour, self-control, making relationships and self-confidence.

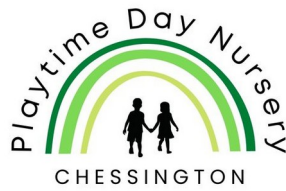
Rules of expectation in the room are discussed and agreed between staff and the children (including newcomers). These are displayed in the room at children's height so they can be referred to.

- We are kind to one another
- We all help each other
- We listen to each other
- We keep our room tidy
- We take care of our toys and books
- We keep our shouting voices for in the garden
- We use our kind hands and kind mouths.(no spitting or biting)
- We use our indoor feet, no running inside

All adults make sure rules are consistently applied giving the children the awareness and security of understanding codes of behaviour and accepting this.

Children who misbehave will be given one to one adult support to talk about what is wrong and why and how we should behave.

All adults will use as much encouragement as possible without invading the child's personal space. If a child does not want to participate /join in without disrupting the rest of the group they will be asked to sit out and asked again a few minutes later if they wish to join in.



If this isn't working they can get one to one with the adult sitting out (help to set up etc).

On no circumstances will a child be labelled and words such as naughty/stupid will never be used. Children should be addressed in a polite and positive ways. Positive tones should be used. **Shouting** is not used and when speaking to the children adults should go down to the child's level.

**Cool off** area should be the same place every time inside and outside and should be a place where the child cannot be distracted and have time to "think". **This should be no longer than 3 minutes and a sand timer should be used to time this.** Prior to time out 3 warnings should be given. Other children should be encouraged to continue to do activities and not focus on the child who is having time out.

When putting a child in **cool off** time staff are encouraged to use a calm voice and place the child in the cool off area, if the child moves away, just take the child back the area in a calm way. Don't worry if they keep "wiggling" around - the child is there and the sand timer has been turned.

If the child is distressed then the adult who dealt with the incident should sit next to the child to help calm them down.

If a child continues persistently displays inappropriate behaviour this will be discussed with the child's parents and a personalised behaviour chart will be created by the key worker in agreement with the child's parents.

If a child has an Individual education plan strategies for dealing with inappropriate behaviour should be included on this plan and their behaviour should be managed by all staff in accordance with their plan.