

Encouraging Good Behaviour Policy

Presented to	Date	Name (Chair)	Signature
Collegiate			
Trustees			
Review			

Young children learn and make sense of the world by observing and imitating those around them, especially the adults who love and care for them. It is important to us that the children in our care are calm, busy, happy and serene. Therefore we need to maintain a suitable atmosphere for this to happen and to make sure that we are suitable role models.

1. Imitation

1.1. In our setting, children learn through imitation, therefore the most important tool for encouraging good behaviour from the children is observing an adult who is worthy of imitation.

1.2. Staff in the kindergarten treat the children with kindness, reverence and respect and we expect the children to treat others the same way.

1.3. Children feel safest and happiest with what they know and understand and therefore it is important that there is a rhythm and routine to their day, on which they can rely.

2. Supporting Good Behaviour

2.1. It is important that staff are consistent and clear in their approach to encouraging and supporting good behaviour and that strategies used are appropriate. Good communication amongst members of staff and parents/carers is essential.

2.2. We show care, love and respect for the children, each other and our environment through deeds rather than words.

2.3. We use praise as a tool for encouraging further good behaviour and as a method of communicating to children when they have been particularly helpful, for example, if they have helped to tidy the room or sweep the floor.

3. Challenging Behaviour

3.1. If unacceptable behaviour is displayed, a gentle reminder may be all that is needed. Staff members never shout or threaten a child.

3.2. Staff will use strategies such as diversion to deal with incidences of unacceptable behaviour, perhaps accompanied by a gentle comment.

3.3. Children are diverted from unacceptable behaviour by being shown/given an alternative. This could be helping with a small job or being given an alternative toy to play with.

3.4. In cases of more serious unacceptable behaviour, or habitual undesirable behaviour, staff will work in partnership with parents/carers to develop strategies to encourage a change in the child's behaviour.

3.5. If a child has demonstrated a prolonged or habitual behaviour which has not responded to initial strategies then close monitoring should be undertaken, if necessary involving the SENCO (Special Educational Needs Co-Ordinator) who will advise on next steps.