

Behaviour & attitudes

At Woodlands our expectations of children's & staffs behaviour are set out in our policies. We use these as a guide to follow but believe there is much more to behaviours & attitudes than can be written in a policy.

We aim to lead by example by being positive, supportive roles models to our children on a daily basis. We treat all parents, visitors & each other with kindness & respect at all times & are very mindful that children should only witness positive behaviours from all adults whilst at preschool.

We have high expectations of children's behaviour and we find that our younger children tend to 'inherit' the preschool rules & boundaries well from the good example that our older children set. This minimises the need to 'teach' these rules, instead the very culture of being part of Woodlands is learnt, such as mutual respect, patience, understanding & cooperation.

Each year our children set their own preschool rules which are displayed on a rules board at the children's level. We support this 'rule setting' by suggesting why we need rules such as 'to keep us safe' & 'to make sure everyone is happy' but generally the children themselves can suggest the actual rules & boundaries we should all follow.

Staff are inducted in the behaviour policy during their first days at Woodlands. This is revisited during staff meetings & supervisions/ appraisals to ensure consistency at least annually, but more frequently when necessary. Last academic year we had to arrange an emergency staff meeting when we took in a child mid-term who had been excluded from two previous settings due to behaviour difficulties. As a team we discussed this individual child's needs & how we could best support him & his family. Due to some SEND needs we had to evaluate our standard policy as one size does not always fit all. During the time this child attended with us we worked closely with his family & the early years support team to best meet his needs, whilst still keeping the staff & other children safe.

Visitors to Woodlands often comment on the positive behaviour, confidence & manners of our children. They are surprised when we tell them there around 30 children in the building as they are usually calm, focussed & busy. This develops from the right environment & a nurturing culture of mutual respect & positivity led by our staff.

Attendance plays a key part in children's behaviours & attitudes. We monitor our children's attendance in line with our attendance policy.

The more time a child spends in a setting the more rules & boundaries he or she will pick up naturally. When children first start at Woodlands we encourage them to attend at least twice a week as a minimum. This enables them to settle in quickly & foster a healthy relationship with their key person.

If a child is not attending regularly we will meet with the parents to discuss what we can do to help. Recently we had to amend the hours that a child was attending as Mum was really struggling with ill health & driving back & forth was proving troublesome. To help with this we amended her hours to two full days & a half day instead of 5 half days to minimise the journeys mum would have to make but maximise the child's time at preschool. This child receives EYPP & she was frequently missing

sessions, including her extra jolly phonics lessons that we had organised to support her school readiness. This solution has resulted in much better attendance & is of obvious benefit to the child.

Our teaching & learning style give children the freedom to explore & self-motivate while building their confidence & self-esteem. Staff encourage all children to persevere & support a 'can do' attitude which builds children's resilience & motivation to succeed. Our children are encouraged to talk about their feelings whether positive or negative. Staff always try to give names to feelings such as sad or cross. Children developing the ability to recognise these emotions in themselves is the beginning of being able to self-regulate their own behaviours.

We highly value praise & use it frequently in our day to day environment to encourage & support all children to do their very best.

The characteristics of effective learning form the foundations of our practice. Playing & exploring is what children do with us every day. Learning is at its most effective when it is self-motivated & active. With the freedom of choice & little interruption to this play that we offer, it means the children are at their most engaged & concentration can reach its peak.

Children make sense of the world when they can explore it freely & at their own pace. They use their critical thinking skills to solve problems as they go & develop the skills needed to take risks, seek challenge & initiate play cues. Our routines, well planned environment & creative staff allow for all of these learning opportunities to take place.