|  |
| --- |
| **What do we want to achieve:**  To ensure all staff know how to deal with behaviour in a positive way and children know the golden rules (Following the completion of the behaviour audit: 12th November 2018) |

**Merton Poppits Development Plan**

**Date of plan:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **What steps do we need to go through to achieve it?** | **How will we make the steps happen? And when?** | **Date completed** | **Who is responsible?** | **What costs are involved?** | **How do we know we made a difference?** |
| Find out if children are aware of the ‘rules and boundaries’ of the setting | -To devise some questions to ask a range of children, what are the rules of the setting.  -To have a display of the rules of the setting -visually appealing.  -Staff to remind the children of the rules at small group and during play times when the need arises. | 31st Jan 2019 | Carey  Tracy  All staff/students and volunteers | Printing | The children will be aware of the rules and boundaries; staff will be able to support them to visually show the children what the rules are. |
| Staff to model their feelings to the children. | -For staff to model their feelings at given opportunities through play for example “I feel sad as my favourite book is ripped.”  -In staff meeting discuss need for remaining calm using the speaker analogy, and to discuss how we can model feelings.  -At staff meeting – remind staff to use visual timetable when needed.  -Remind staff that they deal with instances if they are closest. | 31st Jan 2019 | Carey | None | Children will be able to label their own feelings when they see staff modelling the language and staff will remain calm in stressful situations. |
| To find out if parents are aware of the support they can get for behaviour and if they know the settings strategies. | -To put out a monthly/weekly questionnaire using the pebbles and buckets.  -To put into a questionnaire that will go out in February. | 28th Feb 2019 | Carey | Resources and printing costs | We will be able to assess how we let parents know what support they can get and the strategies we use to let parents know about what we do. |

**Evaluation**

|  |  |
| --- | --- |
| ***What impact has this on the children in the setting?*** | ***What can we do next?*** |
|  |  |