

Behaviour Management Policy

Statement of intent - our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Aim - to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

Methods - we have a named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour by:-

- Having a named person who has overall responsibility for issues concerning behaviour.
- Requiring her to keep herself up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
- Accessing relevant sources or expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development.
- Checking that all staff have relevant in-service training on promoting positive behaviour. We keep a record on staff attendance at this training.

We use *Ginger Bears* simple rules and some which have been chosen by the children:-

1. Look with your eyes
2. Listen with your ears
3. Keep still
4. Keep quiet
5. Be kind to each other
6. Help others

- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the pre-school.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the pre-school's behaviour policy and its guidelines for behaviour.
- We expect all members of our pre-school - children, parents, staff, volunteers and students - to keep to the guidelines requiring, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their child's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observations records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We acknowledge considerate behaviour such as kindness and willingness to share by giving the children praise and a smiley stamper.
- We support each child in developing self esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.

- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action through the simple *Ginger Bear* rules, and support them in learning how to cope more appropriately.
- We may sometimes use the 3 minute timer to give a child 'time out' for repeated inappropriate behaviour. This will only be after the child has been asked nicely, been told not to do the inappropriate behaviour and then informed of the consequence should they do again i.e. placed on the timer. Once the 'time out' has been completed the adult will talk through what the child has done and if they can say "sorry" to the other child if applicable. The child's parents will always be informed at the end of the session.
- We never send children out of the room by themselves.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witness) are brought to the attention of our setting leader and are recorded in the child's personal file. The child's parent is informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

- We never call the children naughty but by talking to them that it is their behaviour that is unacceptable.

Children under three years

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding. We will always inform the parents at the end of a session if their child has bitten another child.

Rough and tumble play, hurtful behaviour and bullying

Our procedure has been updated to provide additional focus on these kinds of inconsiderate behaviour.

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies - blowing up, shooting etc., and that themes

often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.

- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moment' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate response of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child to be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to

cuddling to calm them down, but we offer them explanation and discuss the incident with them to their level of understanding.

- We recognise that young children require help in understanding the range of feelings experienced. We help children recognise their feeling by naming them and helping children to express them, making a connection verbally between the event and the feeling.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feeling.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy.
- We are aware that the same problems may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child' we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 1. They do not feel securely attached to someone who can interpret and meet their needs - this may be in the home and it may also be in the setting.
 2. Their parents or carer in the setting, does not have skills in responding appropriately and consequently negative patterns

are developing where hurtful behaviour is the only response the child has to express feelings of anger.

3. The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse.
4. The child has a developmental condition that effects how they behave
5. Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to Behaviour Support Team where necessary.

Bullying

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour,

A child who is bullying has reached a stage of cognitive development where he or she is able to plan and carry out a premeditated intent to cause distress to another.

If a child bullies another child or children we will:

- Show the children who have been bullied that we are able to listen to their concerns and act upon them.
- Intervene to stop the child who is bullying from harming the other child or children.
- Explain to the child doing the bullying why her/his behaviour is not acceptable.
- Give reassurance to the child or children who have been bullied.
- Help the child who has done the bullying to recognise the impact of their actions.
- Make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerable behaviour.
- Not label children who bully as "bullies."

- Recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others.
- Recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour.
- Discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour.
- Share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

The named member of staff responsible for behaviour is
Mrs. Westcott.

**This policy was adopted at a meeting of Wilsden Pre-School held
on**

Signed on behalf of the Pre-School