



Updated February 2020

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.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example.

Aim

We 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 Early Years Foundation Stage programme for supporting Personal, Social and Emotional Development.

Roles and responsibilities.

The members of staff with overall responsibility for behavioural management is our setting SENDCO (see individual setting's staff roles list on display in lobby)

This role requires;

- keeping 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 of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development ;

Harri Sharp and Paula Stone oversee checking that all staff have relevant in-service training on promoting positive behaviour.

Training

Behavioural management forms part of our staff induction programme. Behaviour management techniques are regularly discussed in staff meetings to ensure consistency across the team. Staff will receive further in house or external training if it is felt appropriate for them to do so. Students are to be given an introduction to behaviour management.

Sharing with parents.

Our general procedures for behavioural management are discussed with parents during the settling in process and are included in the parent's handbook. We have handouts available to parents giving information and support on specific behaviour topics. Staff are available to discuss strategies with parents if they need support. Where children need an individual behaviour plan this is drawn up in consultation



with parents. We can make referrals to children's centres for additional support where needed.

Encouraging good behaviour.

We encourage good behaviour in the following ways:

- Displaying our Golden Rules and referring to them regularly.
- Praising and rewarding good behaviour verbally and with appropriate signs and body language. Smiles, praise or thumbs up with specific reference to what they did well.
- Encouraging sharing and negotiation.
- Helping children to find their own solutions to conflicts using strategies such as The Highscope 7 steps to conflict resolution.
- Using some of our circle time sessions to discuss behaviour and feelings.
- Using stories, including bible stories, and role play to start discussions about behaviour.
- Helping children to understand the effects of their behaviour on others.
- Explaining to children why a particular behaviour is not acceptable.
- Teaching children to challenge bullying, harassment and name-calling.
- Encouraging a sense of responsibility, for example helping to tidy up or serve snacks.
- Reassuring children that they are always valued as individuals even if their behaviour is unacceptable.
- Boosting children's self-esteem.
- Helping children to make appropriate choices.
- Helping children to see the consequences of their behaviour.
- Stickers or other rewards sometimes work short term as a means of discussing a child's behaviour with them.
- Staff being consistent in their expectations by communicating well with each other.
- Staff providing good role models in the way they behave towards each other and the children in their care.
- Ensuring that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- Avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.

Dealing with inappropriate behaviour.

Children are individuals and their behaviour needs to be dealt with in a way that is appropriate for their developmental stage. When there is a problem with a child's behaviour we will always consider possible reasons for the behaviour e.g

- Inappropriate language used by the adult,
- Inappropriate or unclear expectations by the adult,
- A child exploring a schema,
- Inappropriate environment for the child,



- Inappropriate quantity or quality resources,
- Difficulty for the child with transitions or other triggers,
- Special educational needs.
- Home environment

Where possible and appropriate we will change what we do to meet the needs of the child.

We will keep a watch out at all times to catch things before they go wrong/ catch the good moments and distract where needed.

We will aim to be prepared – to know the child, know what the triggers are and how they can be avoided.

We will explain to the child using appropriate levels of language that what they are doing is not acceptable and why. We will focus on the positive e.g. “please walk” rather than, “don’t run.” We will get down to the child’s level and gain his or her attention before talking to them. We may need to hold a child’s hands to help them tune in. Where children have limited language we will use signs such as STOP (Hand up) to support communication.

Consequences for inappropriate behaviour will be prompt and clear, identifying exactly what happened and how it can be resolved with the child concerned. We will keep calm and watch body language and tone of voice. It is often helpful to talk with an older child about the choices they have made.

Where a child has hurt another we will support the hurt child immediately and if appropriate help them to find a way to tell the other child how they have made them feel and a way for the child concerned to resolve things.

If there are heightened emotions we will provide a quiet space for the child to calm down as they may not be ready straight away to follow through making amends for their behaviour.

We will encourage but not force the child to say sorry for a named specific behaviour. Children with less language can be encouraged to sign sorry. If the child is reluctant or unable to say “sorry” an adult will say, “I am sorry that ---- has ---- you.” so that the appropriate language is modelled to both children.

We will avoid confrontations, working together as a team to identify appropriate expectations and how messages are given and how they can be followed through.

Sometimes it may be appropriate to give controlled choices e.g. do you want to sit next to Paula or Sarah? This gives the child a sense of control/ ownership but within our carefully considered boundaries.

The child may need practice and reminders appropriate to the age/ stage of development about sharing and turn taking. Developmentally appropriate



opportunities, with levels of support suited to their needs will be provided such as sharing snack, marble run or taking turns to place a block on a tower.

If the behaviour continues our SENDCO or setting manager will discuss the behaviour with the child's parents/ carers and a joint strategy will be drawn up. This may include an individual behaviour plan.

In some circumstances it may be necessary to seek advice from our Early Years Consultant or to involve outside agencies such as the behaviour support team.

Any incidents, which involve harm to another person or damage to property, will be recorded in the incident book and signed by the member of staff dealing with the incident. The record should be counter signed by the child's parents when they collect the child. The incident book is examined by our SENDCO each month to identify any patterns of unacceptable behaviour.

As a staff we will look after and support each other. We will share ideas about what works well and with whom, when and where. We will plan strategies together based on shared knowledge remembering that difficulties with behaviour can be very stressful and upsetting.

We will not;

- Use any physical punishments
- Shout at a child, dominate or stand over a child or otherwise frighten a child.
- Use threats as opposed to talking about consequences or choices.
- Damage a child's self-esteem by humiliating, segregating, withholding food or using a naughty chair.
- Send a child out of the room alone.

Specific Strategies for Under Threes.

- 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.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of "separation anxiety".
- We focus on ensuring that a child has an attachment figure in the setting and that this key person is building a strong relationship to provide security for the child.

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 moments' 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 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 responses 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 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 feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. 'Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? It made you feel angry, didn't it, and you hit him'.



- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. 'When you hit Adam, it hurt him and he didn't like that and it made him cry'.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. 'I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one.'
- We are aware that the same problem 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 a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - They may have insufficient language, or mastery of English, to express themselves and may feel frustrated
 - 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;
 - their parent, 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;
 - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse; and
 - the child has a developmental condition that affects how they behave.
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a 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 to carry out a premeditated intent to cause distress to another.

Bullying can occur in children five years old and over and may well be an issue in our out of school clubs. It is also possible amongst adults within the settings.

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;



- we intervene to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- we do not label children who bully as 'bullies';
- we 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;
- we 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;
- we 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; and
- we 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.

Record Keeping

Individual behavioural problems and strategies used to solve them are recorded on individual behaviour plans (IBP). Parents are consulted and involved in this process. Individual incidents involving damage to another child or property are recorded in the incident folder.

Racial incidents are recorded on incident forms.

All these records are confidential and kept in a child's record file in a locked cupboard.

Physical Restraint.

There are staff in each of our settings who have been trained in physical restraint and de-escalation techniques.

In most circumstances physical restraint should not be used. Physical restraint may be considered necessary in an emergency to prevent the child from injuring themselves, others or property. If physical restraint is used it should be with the minimum force and for the minimum time. Any such incidents should be recorded in detail in the incident book by the person involved and counter signed by any witnesses and the child's parents. The child's name, time and location of the incident, trigger, nature of the incident, others involved, witnesses, how the situation was handled, what form of constraint was used and any consequences should be recorded.

Signed:

