



Tickton Pre-school and Play Pals

Managing Behaviour Policy

And

Anti-Bullying Policy.

Working in conjunction with the Early Years Foundation Stage Statutory Framework (EYFS).

Quality and Consistency.

A Secure Foundation.

Partnership Working.

Equality of Opportunity.

Unique Child

Positive Partnerships

Enabling Environment

Learning and Developing

EYFS

Including:

- Procedures.
- Aims.
- Strategies.
- Anti-Bullying Procedures and Strategies for dealing with bullying.
- Supporting Children's behaviour under three years of age.
- Managing behaviour in Play Pals (older children).

- **Rough and tumble play and fantasy aggression.**
- **Managing hurtful behaviour.**

(Please see appendix 1. - Strategies we have adopted to support behaviour)

Policy statement

Equality of opportunity.

Our setting believes that children flourish when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. Children are encouraged to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on other people, places and objects. This is a developmental task that requires support, encouragement and modelling by adult practitioners and parents. **Remember the developmental levels of each child.**

Tickton Pre-school and Play Pals believe that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else.

As a setting, we are responsible for managing children's behaviour in an appropriate way.

A child must **NEVER** be given corporal punishment or be made to feel intimidated/fearful.

Be very careful of the body language you display and the message that this gives to children. Do not use body language to control children or 'get them' to do what you want.

Use language that will meet the developmental level of the child. Children who are two years old, for example; find it challenging to understand their own emotions let alone another child's/person feelings and expectations.

Aim

We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment.

The named setting behaviour coordinator:

- We have a named person who has responsibility for our programme of personal, social and emotional development (PSED), including issues concerning behaviour. This includes reflective practice and in-house CPD.

Jayne Miller is Tickton Pre-school's and Play Pals behaviour co-ordinator.

We require the named person to:

- Keep her/himself up-to-date with legislation, research and thinking regarding promoting positive behaviour and how to support children's behaviour, looking at where we may require additional support and intervention.
- We require the Pre-school behaviour co-ordinator and Play Pals co-ordinator/staff to work together to ensure smooth and coherent practice between the out of school club (wrap around care) and the pre-school.
- The named person must have access to relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development; and check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff training.

Procedures

- We require that all staff, volunteers and students are positive role models of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We recognise and value the individuality of all children.
- We encourage children to participate in a wide range of group and social activities to enable them to develop their social skills.
- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour during induction.
- We work in partnership with children's parents and carers by communicating openly. Parents are regularly informed about their children's behaviour by their key person. We work with parents/carers to address recurring challenging behaviour, using our observation records to help us to understand the cause/triggers, and to decide, jointly, how to respond appropriately.
- We encourage consideration for ourselves and consideration for each other, our surroundings and property. We praise children and acknowledge their positive actions and attitudes, ensuring that children see that we value and respect them.
- We promote non-violence and encourage the children to deal with conflict peacefully.
- Every child has a key-person, enabling staff to build and model strong and positive relationships with individual children and their families.

- In any case of negative behaviour, it will always be made clear to the child or children in question that it is the behaviour that is unwelcome and **not** the child or children.
- Tickton Pre-school and Play Pals **never** advocates any form of physical or corporal punishment. Smacking, shouting, grabbing or shaking is never permitted by any staff member, visitor or student. Positive behaviour is modelled and promoted consistently and effective de-escalation techniques and strategies are used to support children (these are uniquely adapted and planned for individual children). Staff are aware of the use of reasonable force in schools July 2013 (DfE). All such incidents are recorded and added to a child's behaviour plan.
- Children are **never** threatened with physical punishment.
- Children will never be singled out or humiliated in any way.
- How a particular type of behaviour is handled will depend on the child's age and level of development. Discussions with children will take place respecting their level of understanding, development and maturity.
- If a child requires help to develop positive behaviour, every effort will be made to provide for their needs. Parents may be asked to meet with the key person and/or the setting manager to discuss their child's behaviour. If there are any difficulties we can work in partnership to plan and resolve. In some cases, we may request additional advice and support from other professionals (for example educational psychologists or child guidance counsellors).
- Through positive partnership with parents/carers and through the use of formal observations, practitioners will make every effort to identify any behavioural concerns and causes of that behaviour. From these observations and discussions an individual behaviour plan will be implanted as required.

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, for example, 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 ensure that there are enough resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We support each child in developing self-esteem, new ideas, confidence and feelings of competence through positive encouragement and communication.
- We support each child in developing a sense of belonging in our group, so that children feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- We never use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, **only** to prevent physical injury to other children or adults and/or serious damage to property or the child themselves. Details of such an event (what happened, what action was taken, why and by whom, dates, times and the names of witnesses) are recorded and brought to the attention of the setting manager. The record is stored in the child's confidential personal file. This must always be shared and discussed with parents/carers on the same day.

Children under four years

- When children under four years of age behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those of 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. Practitioners must be calm and patient, offering comfort to intense emotions, helping children to manage their feelings, talking about them and supporting young children to resolve issues, promoting understanding.
- If tantrums, biting or fighting are regular and frequent, practitioners engage with parents to find out the underlying cause – this could be due to change or upheaval at home, or frequent change of carers. Positive, supportive relationships with parents/carers are essential. Sometimes a child may not have settled into the setting and the behaviour may be the result of 'separation anxiety'. A supportive settling in period for all children is essential. We focus on ensuring a child's attachment figure in the setting (their key person), is building a strong relationship to provide security and support to 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 the strategies recorded above.

- We recognise that rough and tumble play is normal for some young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive, this type of play must be monitored by practitioners.
- Practitioners will develop strategies with children engaged in this kind of play, agreed with the children, and understood by them, providing ideas about acceptable behavioural boundaries, to ensure children are not hurt physically or mentally.
- 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. Practitioners 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 under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are 'running 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 respect that children need their own space and time.
- 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 and support children to manage these feelings.

- 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 calm support, calming the child who is angry through calm communication, as well as the child who has been hurt by the behaviour. Practitioners may need to involve a colleague to support in this process.
- We do not engage in punitive responses to a child's rage.
- We recognise that young children require help in understanding the range of feelings they experience. 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 "Did it make you feel angry?"
- Older children may be able to verbalise their feelings talking through themselves the feelings that motivated the behaviour.
- We help children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy themselves, enabling children to problem solve with the support of a non-judgemental, caring adult practitioners. 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.
- We support social skills through modelling behaviour, through activities, puppets and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed positive relationships.
- 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.

The main reasons for very young children to engage in excessive hurtful behaviour are:

- They do not feel securely attached to someone who can interpret and meet their needs – this may be in the home or 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 may have insufficient language to express him/herself and may feel frustrated.
- The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse.
- The child has a developmental/cognitive condition that affects how they behave.
- We use the Code of Practice to support children who engage in excessive hurtful behaviour, making the appropriate referrals to a Behaviour Support Team where necessary, in close partnership with parents.
- **It is vital that Tickton Pre-school and Play Pals staff work in partnership with parents at all times when managing behaviour of individual children and in making any referrals.**

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 in another.

Bullying can occur in children five years old and over and may well be an issue in our after-school club (wrap around care).

Bullying in Play Pals.

- Children, who behave inappropriately by physically abusing another child or adult, or through verbal bullying, will be asked to talk through these actions and apologies where appropriate. The child who has been upset will be comforted.
- It is important to acknowledge when a child is feeling angry or upset and that it is the behaviour we dislike and **never** the child.

- 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 respect that children need their own space and time.
- We always work in partnership with parents.

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 offer 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 can be 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 parents, a plan for handling the child's behaviour.
- **Physical punishment is never used.**

Managing Behaviour Policy and Anti-bullying policy.

- 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.
- **By positively promoting good behaviour, valuing co-operation and a caring attitude we hope to ensure that children will develop as responsible members of society.**