

## General Welfare Requirement: Safeguarding and Promoting Children’s Welfare

Children’s behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs.



## Equality of opportunity

### 13 Achieving positive behaviour

#### Policy statement

Little John’s Pre-School 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 and teaching and adults setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within our programme for promoting personal, social and emotional development. We have a personal, social and emotional development board for parents to see our personal, social and personal programme for the term and how we promote positive behaviour and relationships within the pre-school.

#### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.3 Keeping safe	2.2 Parents as partners 2.3 Supporting learning	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

## **Procedures**

We share between all staff the overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour.

Rabia Chaudhry is our behaviour co-ordinator.

- They are required to attend regular relevant training on promoting positive behaviour and feedback to all members of staff;
- keep themselves up-to-date with legislation, research and current thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
- Access relevant sources of expertise on promoting positive behaviour within the pre-school.
- Ensure that all staff have relevant in-service training on promoting positive behaviour.
- 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 setting. See our policy on safeguarding children (2).
- 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 setting's behaviour policy.
- We expect all members of our setting - children, staff, volunteers and students - to keep to these guidelines, requiring them to be applied consistently.
- We work in partnership with children's parents, parents/carers are regularly informed about their children's behaviour by their key person or staff on duty. We work with parents/carers to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

### ***Strategies for 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 their ages and stages of development.
- We do this by introducing and reinforcing our Golden Rules to the children and through good role modelling. Golden Rules are discussed during our circle time and we use visual aids to help reinforce these rules to the children. We ensure that there are enough resources and

sufficient activities available so that children are meaningfully occupied without unnecessary need for conflict over sharing and waiting for turns.

- We acknowledge and reward considerate behaviour such as kindness and willingness to share, throughout the session
- We work together as a group to fill our good behaviour jar up with shiny stars, and when the jar is full at the end of each week the children will be rewarded.
- We support each child in developing self-esteem, confidence and feelings of competence. We do this through role play, stories, small group work, and by forming positive relationships with the child and with their families.(see policy 31 the role of the key person and settling in)
- 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. We do this by ensuring staff reward positive behaviour on a regular basis and that inconsiderate behaviour is dealt with calmly.
- When inconsiderate behaviour is happening on a regular basis the child's key person will discuss with our behaviour co –coordinator next steps and implement positive behaviour strategies that are best suited to the child needs.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately, by talking with them about their actions, using visual aids, stories and group work. These are all suited to the child's stage and age of development.
- We never send children out of the room by themselves. We use calming down strategies such as removing the child from the situation and speaking with the child regarding their behaviour.
- 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 or 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 witnesses) are brought to the attention of our manager and are recorded in the child's personal file. The child's parent are informed on the same day and asked to sign the report.

- In cases of serious misbehaviour, such as racial or other abuse, we immediately make clear 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 in response to children's inconsiderate behaviour.

### ***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 and helping children to manage their feelings. Staff will talk to them about the incident, helping them to resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to establish the underlying cause, such as a change or upheaval at home, or frequent change of carers. Sometimes a child who has not settled in well their behaviour may be the result of 'separation anxiety'.
- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child. (see The role of the key person and settling in) (31)

### ***Rough and tumble play, hurtful behaviour and bullying***

#### ***Rough and tumble play and fantasy aggression***

We recognise that young children often engage in play that has aggressive themes, such as superhero and play. Some children appear preoccupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying. Staff will address the play if the behaviour becomes inconsiderate to the other children.

To ensure the safety of the children and to enable room for them to express their play we restrict super hero play to outside and physical time.

Staff do not encourage weapon play they highlight and reinforce the positives of superhero play to the children E.g. how superheroes can be helpful and kind.

Staff recognise that super hero play and fantasy play may contain scenes such as blowing up and shooting and can offer children opportunities to explore concepts of right and wrong.

Staff will suggest alternative strategies, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

- 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 that are agreed with the children, and understood by them, to contain play with acceptable behavioural boundaries to ensure that children are not hurt.

### ***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 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 become 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 an explanation and discuss the incident with them appropriate to their level of understanding.
- 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 encouraging children to express them in an appropriate manner. Visual aids, small group work, role play, stories, and games.
- Staff will help and support the child in making a connection verbally between the event and their feeling. E.g “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? Did it make you feel angry? Is that why you hit him?” Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated their behaviour.
- 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, for example by 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, activities such as role play ,puppets and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help children 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 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 may have insufficient language, or mastery of English, to express him or 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 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. Bullying behaviour does not usually occur in children under five years of age because children under five have not normally reached the stage of cognitive development where they are able to plan to carry out a premeditated intent to cause distress in another.

If we feel a child is bullying another child or children

- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstances causing them to express their anger in negative ways towards others;
- we explain to the child doing the bullying why her/his behaviour is not acceptable and to recognise the impact of their actions.;
- we give reassurance to the child or children who have been bullied;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise considerate behaviour;
- we do not label children who bully as 'bullies';
- we discuss what has happened with the parents/carers of the child who did the bullying and work out with them a plan for handling the child's behaviour.
- 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.

This policy was adopted at a meeting of	<b>Little John's Pre-School</b>	name of setting
Held on	<b>February 2014</b>	(date)
Date to be reviewed	<b>January 2015</b>	(date)
Signed on behalf of the management committee		
Name of signatory	<b>Eleanor Rattay</b>	
Role of signatory (e.g. chair/owner)	<b>Member of board of directors</b>	

### **Other useful Pre-school Learning Alliance publications**

- Reflecting on Behaviour (2010)
- The Social Child (2007)