

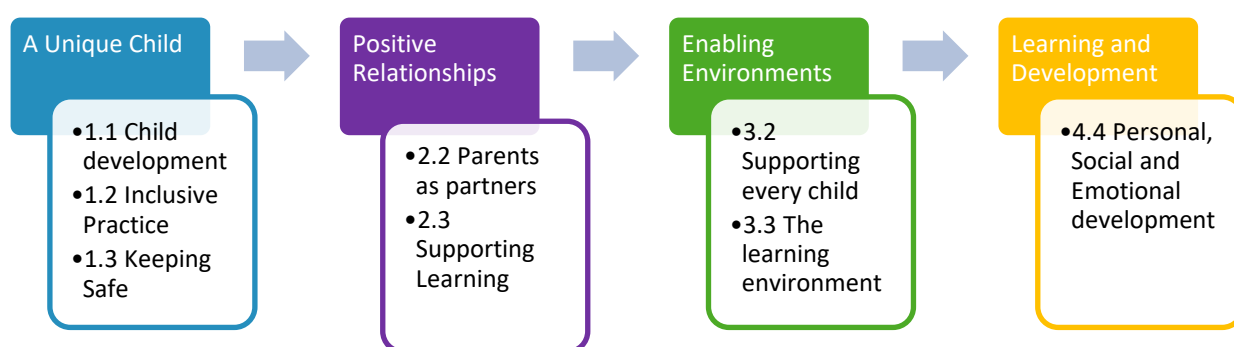
# Holden Park

## Achieving Positive Behaviour Policy

### Statement of intent

Our pre-school believes that children flourish best when their personal, social and emotional needs are met, there are clear developmentally appropriate expectations of behaviour and they are free to play and learn without fear of being hurt or unfairly restricted by anyone else.

### EYFS key themes and commitments



### Aim

We aim to provide a warm, friendly environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment. Children need to learn to consider the views and feelings, needs and rights, of others and the impact their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example.

### Procedures

The manager has overall responsibility for issues concerning behaviour

- We require her to:
  - Keep herself up-to-date with legislation and research and thinking on handling children's behaviour;
  - Access relevant sources of expertise on handling children's behaviour; and
  - Check that all staff has relevant in-service training on handling children's behaviour. We keep a record of staff attendance at this training.
- we require all staff, volunteers, students and parents/carers to provide a positive model of behaviour by treating children and each another with friendliness, care and courtesy.

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### Achieving Positive Behaviour Policy (continued)

- We require all staff, volunteers, students and parents/carers to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's ages and stages of development – for example distraction, praise and reward.
- We familiarise new staff and volunteers with the pre-school's behaviour policy and its rules for behaviour
- We expect all members of the pre-school – children, parents, staff, volunteers and students to keep to the rules, requiring these to be applied consistently.
- Staff avoid creating situations in which children receive adult attention only in return for undesirable 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 pre-school
- When children behave in an unacceptable manner, we help them to see what was wrong and how to cope more appropriately.
- We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development – for example by distraction, discussion or by withdrawing the child from the situation.
- We work in partnership with children's parents/carers. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address reoccurring unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately.

### **Bullying**

Bullying involves the persistent physical or verbal abuse of another child or children. We take bullying very seriously

If a child bullies another child or children:

- We intervene to stop the child harming the other child or children;
- We explain to the child doing the bullying why her/his behaviour is inappropriate;
- We give reassurance to the child or children who have been bullied;
- We help the child who has done the bullying to say sorry for her/his actions'
- We make sure that children who bully receive praise when they display acceptable behaviour;

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### Achieving Positive Behaviour Policy (cont)

- When children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour; and
- When children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

#### **Strategies with children who engage in inconsiderable behaviour**

- We require all staff, volunteers and students to use positive strategies for handling inconsistent 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 they can learn a more appropriate response.
- We ensure 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.
- We praise and endorse desirable behaviour such as kindness and willingness to share.
- 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 and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves, nor do we use a "naughty chair" or a "time out" strategy that excludes children from the group, unless in certain circumstances, this type of strategy has been devised with parents.
- We never use or threaten physical punishment of any description and we never use techniques intended to single out and humiliate individual children.
- Physical restraint, such as holding, is only used to prevent physical injury to other children or adults and/or serious damage to property. If such an event was to happen, it would be brought to the attention of Hayley Clifton (Supervisor, who has overall responsibility for issues concerning behaviour) and Ruth Nash (owner), it would then be recorded in our incident book, including details of the event that took place and what action was taken by

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### Achieving Positive Behaviour Policy (cont)

whom and the names and signatures of any witnesses, the child's parent/carer will be informed that day and also asked to sign the incident book to indicate that he/she has been informed and understands the details of the incident.

- We do not raise our voices in a threatening way to respond to children's behaviour
- 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.

#### **Children under three years**

- When children under three behave in inconsiderate ways we recognise that strategies for supporting the 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. 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 a child's attachment figure in the setting, their key person, is building a strong relationship to provide security 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 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.

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- 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 to explore the concepts of right and wrong.
- We are able to tune into the content of the play, perhaps to suggest alternative for heroes and heroines, making the most of the “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 awareness of the feelings of the person they have hurt.

- We acknowledge children behave in hurtful ways because they have not yet developed the means to manage intense feelings that sometimes overwhelm them; 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.
- 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 to their level of understanding.
- When hurtful behaviour becomes problematic, we work with the 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 the skills in responding appropriately, and consequently negative patterns of behaviour are developing where hurtful behaviour is the only response the child has to express feeling 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 Special Needs Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

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### **Achieving Positive Behaviour Policy (cont)**

This policy was updated May 2018

Next review date: May 2019

Read and signed by all the staff that are employed by Holden Park pre-school on the above date, and further staff joining our setting on and after the above date.