

# WINTON PRE-SCHOOL

## Behaviour Management Policy

### Policy Statement

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them. Children develop best when their personal, social and emotional needs are met and where there are clear and appropriate expectations for their behaviour. Children are free to develop their play and learning without fear of being hurt, hindered or bullied by anyone else.

The Pre-school aims to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. Children need to learn to consider the views, feeling, needs & rights of others and the impact their behaviour has on others. This developmental task requires support, encouragement, teaching & setting the correct example. The principles that underpin how we achieve positive & considerate behaviour exist within our programme for promoting personal, social & emotional development.

### **Procedures:**

- Rules governing the conduct of the group and the behaviour of the children will be discussed and agreed within the Pre-school and can be explained to all newcomers, both children and adults.
- All adults in the Pre-school will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour. New staff will be familiarised with the settings Behaviour Management Policy and its guidelines for behaviour.
- All adults will try to provide a positive model for the children with regard to friendliness, care and courtesy.
- Adults in the Pre-school will praise and endorse desirable behaviour such as kindness and willingness to share.
- Adults will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- We will work in partnership with children's parents, and keep them regularly informed about their child's behaviour through their key worker. We will work with the parents to address recurring inconsiderate behaviour, using our observations to help us to understand the cause and to decide together how to deal with it appropriately.
- The assigned person for behaviour management is displayed on the staff photo board. They will keep up-to-date with legislation, research & thinking on promoting positive behaviour, and on handling children's behaviour where it may require additional support. All relevant staff will receive in-house training on promoting positive behaviour.

### **Strategies with children who engage in inconsiderate behaviour:**

- Physical punishment, such as smacking or shaking, will be neither used nor threatened.
- Children will never be sent out of the room by themselves.
- Techniques intended to single out and humiliate individual children; for example, negative labelling with terms such as "naughty" and the use of a "naughty chair" will not be used.
- Adults will only use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious property damage. Details of such an event (what happened, what action was taken and by whom, the names of witnesses) will be brought to the attention of our supervisor/manager and are recorded in our incident book. The child's parents will be informed of the incident on the same day.
- Whenever possible children who misbehave will be given one-to-one adult support in seeing what was wrong and working towards a better pattern immediately after the unacceptable behaviour. We will help them to understand the outcomes of their actions and support them in learning how to cope appropriately.
- Strategies to be used. Firstly, ignoring the unwanted behaviour if appropriate and safe to do so. Secondly using a distraction method and thirdly where appropriate using a period of "timeout" with an adult.
- The "time out" strategy may be used for children aged 2 years to 4 years, who behave inappropriately. . Adult will help to find a solution in a way that is appropriate for the child's age & developmental stage,

for example, acknowledgement of feelings, explaining what was not acceptable, and supporting the child to gain control of their feelings so they can learn a more appropriate response.

- In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.
- In any case of misbehaviour, it will always be made clear verbally to the child or children in question, using the appropriate language level and taking into account the individual's age/stage of development and understanding that it is the behaviour and not the child/children that are unwelcome.
- Adults in the Pre-school will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.
- Recurring problems will be tackled by the whole Pre-school, in partnership with the child's parents, using objective observation records to establish an understanding of the cause and to prepare a strategy action plan to promote a consistent approach to managing the behaviour of the individual if necessary.
- Adults will praise considerate behaviour, such as kindness & willingness to share. Adults will support each child in developing their self-esteem, confidence & feelings of competence.
- We will support each child in developing a sense of belonging in the group, so they feel valued and welcomed.
- Adults will be aware that some kinds of behaviour may arise from a child's special needs.
- Adults will not shout, or raise their voices in a threatening way.

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

- When children under 3 years old behave in inconsiderate ways we recognise that the strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that they may be unable to regulate their own emotions, such as fear, anger or distress, and will require sensitive adults to help them to do this.
- Common inconsiderate or hurtful behaviours of younger children include: tantrums, biting or fighting. Staff need to show calm and patient, offering comfort to intense emotion, help them to manage their feelings and talk to them about how to 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 a frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of a 'separation anxiety'.
- We will focus on ensuring a child's attachment figure in the setting, their key worker, 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 help develop strategies to contain play that are agreed with the children and understood by them (for example using our 'Golden Rules'), with acceptable behaviour boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violent dramatic strategies, e.g. blowing up and shooting, 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 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 5 will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it not helpful to label this behaviour as `bullying`. For children under 5, 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 process that takes 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 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 & 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.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise by naming them and helping children to express them, making a connection verbally between the event and the feeling. For example "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 the behaviour.
- We help younger children learn to empathise with others, understanding that they have feelings too and that their actions impact on others feelings. For example "When you hit Adam, it hurt him and he didn't like that and it made him cry".
- We help young children develop pre-social behaviour, such as resolving conflict over who has the toy. For example "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 are developed. 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 will help the child to understand the effects that their hurtful behaviour has on another child; we do not force the child to say sorry, but encouragement 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 the parents to identify the cause and find a solution together. The main reasons for young children to engage in excessive hurtful behaviour are that:
  - They do not feel securely attached to someone that 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 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 effects how they behave.
- Where this does not work, we use the Special Educational Needs Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

**Prevent Duty Guidance**

We ensure that we promote positive behaviour. We use ideas outlined in Rules of Law: understanding rules matter as cited in PSE development, Mutual respect of others & treat other as you expect to be treated.

**Further Guidance**

- Special Educational Needs Code of Practice (DfES 2014)

Signed on behalf of Winton Pre-School .....

Name of Signatory.....

Role of Signatory.....

Date.....This Policy will be reviewed in September 2019