

SECTION 6.0

BEHAVIOUR

Safeguarding and Welfare Requirement: Managing behaviour

Providers must have and implement a behaviour management policy and procedures.

6.1 Positive Behaviour

Policy statement

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.

It is recognised that all children are individuals and are at different stages in their development. We encourage all children to understand and develop qualities such as kindness, honesty and to consider other people's feelings which include recognising children's emotions.

This is a developmental task that requires support, encouragement, teaching and mirroring 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.

Procedures

We have our settings Inclusion Support Coordinator - Chloe Gill who has overall responsibility for our programme for supporting personal, social, and emotional development, Understanding Self-regulation with young children and supporting all the adults with Positive behaviour management.

In order to achieve this:

- We will value all children and treat them with respect.
- We provide positive role models for children who mirror positive behaviour.
- We remain calm if challenging behaviour occurs.
- We promote conflict resolution - (Encouraging the children to resolve conflict with early intervention from adults and by asking the children "What could we do to make us feel happy?" etc.
- We provide visual timers to support turn-taking and transitions during the day.
- We give 2 clear choices for children.
- We provide consistency.
- We provide a calming / thinking area for children to self-regulate and will encourage this if we feel the child is in danger to themselves or others.
- We provide visual aids for children to acknowledge their emotions.
- We ensure that children are aware it is ok for them to feel this emotion and support the child with self-regulation.
- We use verbal reminders around our Golden Rules - Playing Safe, Playing Well and Playing Fair.
- We provide highly motivating activities to support distraction.
- We constantly praise and reward positive behaviour including, willingness to share and kindness.
- We ensure adults get down to children's eye level.

We do not:-

- Take toys away from a child.
- Exclude them from play.

If incidents occur at the setting, we ensure Incident forms are completed by the witnessed member of staff and parents are informed.

We work closely with staff, parents, and the child to recognise the children's individual need and ensure all staff are consistent with their strategies to ensure children are not confused.

If a child requires individual support around his/her behaviour, the Keyperson and Inclusion support coordinator will engage and include parents to support the child appropriately including- Individual Progress targets, ABCC charts to track triggers etc, Reward charts. Parents are also encouraged to discuss with the staff any concerns they have regarding challenging behaviour.

Children are never physically punished in our setting e.g., no smacking, no slapping or shaking. There are no circumstances in which such a punishment can be justified. Depriving a child or forcing a child to consume food or drink and humiliating or frightening a child is also forbidden. The use of violence or abuse by a member of staff will result in disciplinary procedures.

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 is 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, 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 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

Most children under the age of five 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.

Bullying

Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by an 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 after school clubs and holiday schemes catering for slightly older children.

Our approach to bullying is in the same approach as any other unacceptable behaviours which is stated above.

Further guidance

Special Educational Needs and Disability (SEND) System for Children and Young People aged 0-25 (DfES 2014)

<https://www.understood.org/en/learning-thinking-differences/child-learning-disabilities/sensory-processing-issues/trouble-with-self-regulation-what-you-need-to-know>

Other useful Pre-school Learning Alliance publications

The Social Child (2007)

Reflecting on Behaviour (2010)