



## **Behavioural Management Policy**

We believe that children flourish best when their personal, social and emotional needs are best met and where there are clear and developmentally appropriate expectations for their behaviour. We also believe that children need to learn to take other people's needs and feelings into consideration, as well as learn that their behaviour impacts on others and vice-versa. This is a developmental task that requires support, encouragement, teaching and that is what we aim to provide. The principles that underpin how we achieve positive and considerate behaviour exist within the guidance for promoting personal, social and emotional development.

All staff will be given relevant training on handling children's behaviour and promoting positive behaviour.

As a setting we recognise that codes for interacting with other people vary between cultures and as such staff will be aware of, and respect those used by members of the setting.

Staff and volunteers will provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy. We will familiarise new staff and volunteers with the settings behaviour policy and its guidelines for behaviour.

All members of the setting will apply these guidelines consistently

We work in partnership with children's parents. Parents are regularly informed about their children's behaviour. We work with parents to address recurring inconsiderate behaviour, using our observation to help us to understand the cause and to decide jointly how to respond appropriately.

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

We require all staff and volunteers 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 try to minimise conflict by having access to plenty of resources for the children to keep them occupied.

We acknowledge considerate 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 punish them by exclusion from the group.

We never use physical punishment or the threat of, such as smacking or shaking.

We do not use techniques intended to single out and humiliate individual children.

We will only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property, and details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are recorded in the child's personal file, and the child's parent is informed on the same day.

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 do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

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.

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

Young children often engage in play that has aggressive themes, such as 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 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.

## **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 high at the time, but it is often not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is usually momentary, spontaneous and often without thought for the feelings of the person whom they have hurt.

We understand that young children can behave in a hurtful manner towards others because they can not articulate their feelings therefore we help them manage their feelings by naming them and making a connection between what happened and how it made them feel. Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the 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 Sam, it hurt him and he didn't like that and it made him cry."

We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop.

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 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.

When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. 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.

A child who is bullying has reached a stage of development where he or she is able to plan to carry out a premeditated intent to cause distress in another.

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 and we explain to the child doing the bullying why her/his behaviour is not acceptable.

We give reassurance to the child or children who have been bullied and 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 find it helpful to label children who bully as 'bullies' and 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 discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and 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.

**Date of policy approval**

**Sept 2018**

**Date of policy review**

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