**Health**

**8. Managing Behaviour**

**Aim:**

Little Drummers Preschool believes that children thrive when their personal, social and emotional needs are met and where they are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, need 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, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the Early Years Foundation Stage (EYFS) for promoting personal, social and emotional development.

**Policy:**

* We have a named person who has overall responsibility for issues concerning behaviour. Our named person is:

**Penny Gibson and Barbara Bound**

* We require the named person to:
* Keep up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children’s behaviour where it may require additional support.
* Access relevant sources of expertise on promoting behaviour within the EYFS for supporting personal, social and emotional development.
* We check 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.
* We require all staff, volunteers and students to provide 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 and it’s guidelines for behaviour.
* We expect all members of our setting-children, parents, staff, volunteers and students- to keep to the guidelines, requiring these to be applied consistently.
* We work in partnership with children’s parents. Parents are regularly informed about their children’s behaviour by their key person. We work with parents to address recurring inconsistent behaviour, using observation records to help us to understand the cause and to decide jointly how to respond appropriately.
* Through our golden rules we promote good behaviour and inform children of our expectations of them. Our golden rules are:
* Walking inside
* Sharing
* Listening to others
* Tidying away toys
* Being kind
* We acknowledge and reward good behaviour, through positive praise.
* 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.
* 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.
* We never use physical punishment, such as smacking or shaking. Children are never threated with these.
* We do not use techniques intended to single out and 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. If physical restraint is used, staff follow the physical restraint procedure, please see below.
* 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.

**Procedure for dealing with behaviour difficulties:**

* Key person will raise concern with the behaviour coordinator.
* Behaviour coordinator will discuss strategies to be used and any paperwork, such as observations or ABBC charts (see appendix 1) which need to be completed.
* Behaviour coordinator may wish to make own observations.
* The supervisor will be informed of any discussions taking place.
* The concerns will be raised with the child’s parents, this will help to find out of there are any underpinning reasons for the behaviour.
* The key person, parents and supervisor/ behaviour coordinator will discuss their concerns and put into place an action plan of how to deal with the childes behaviour. This will be written up and signed by all parties. (see appendix 2)
* There will be regular meetings to discuss the children progress and behaviour with relevant parties, the time scale is to be decided on the child’s action plan.

**Physical restraint procedure**

Physical Restrictive Intervention – this is when a member of staff uses physical force intending to restrict a child’s movement against his or her will.

Only in situations where a child is considered to cause significant harm to themselves or others will physical intervention be used. This maybe in the case where a child tries to leave the setting (runs off), needs to be removed from a situation or needs to be held.

Where possible there will always be two adults present when intervention is needed.

Directly after intervention is used both parties, adult and child, will receive support.

A physical intervention form will be completed and parents will be informed, where possible, on the same day.

**Children under three years old:**

* 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 babies and 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 maybe 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, hurtful behaviour and bullying:

Our policy has been updates to provide additional focus on these kinds of inconsiderate behaviours.

**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 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 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, blowing up, shooting etc., and that themes often refer to ‘goodies and baddies’ and as such offer opportunities for us to explore the 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**

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 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 to 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 develop the physiological response system that will help the child 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 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 children express them, making a connection verbally between the event and the feeling. Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
* We help children learn to empathise with others, understanding that they have feelings too and that their actions impact on others’ feelings.
* We help young children develop pro-social behaviour, such as resolving conflict over who has the toy car.
* 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 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 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. 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 is to express feelings of anger;
* The child may have insufficient language, or mastery of English or understanding, 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 developmental condition that affects how they behave.
* Where this does not work, we will request support from outside agencies.

**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 cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in 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.

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;
* We explain to the child doing the bullying why his/her behaviour is not acceptable;
* We give reassurance to the child or children who have been bullied;
* 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 label children who bully as ‘bullies’;
* We recognise 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 recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done;
* 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 doing the bullying in being helped to adopt more acceptable ways of behaving.

Appendix 1

ABCC Chart

Childs Name:

DOB:

Key worker:

Date Started:

Review Date:

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| --- | --- | --- | --- | --- |
| Time and Date | Altercation | Behaviour | Consequence | Communication |
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