



## **Behaviour Management Policy**

### **Policy statement**

At Morning Glory Pre-school we believe that children flourish best 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, needs 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 programme for promoting personal, social and emotional development.

### **Procedures**

The management have the overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

### **We require the named person to:**

- Keep up to date with legislation, research and thinking on promoting behaviour and on handling children's behaviour where it may require additional support.
- Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development.
- Check that all staff has 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 Morning Glory Pre-school.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents/guardians and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- We expect all members of our Preschool – children, parents, staff, volunteers and students- to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parent. Parents are regularly informed about their children's behaviour by their key worker. We work with parents to address recurring inconsiderate behaviour, using our observations records to help us understand the cause and to decide jointly how to respond appropriately.

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

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's age and stage of development. Such solutions might include, for example, acknowledgment of feelings, explanation as to what were not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.

- We ensure that 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 acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidences and feelings of competence.
- We support each child in developing a sense of belongings 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 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' strategy that excludes children from the group.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual's children- See references to equal opportunities policy.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the staff in charge of behaviour management and keep the record of it. The child's parent/guardian 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 attitude, by means of explanations rather than personal blame.
- We do not shout or raise our voices in threatening way to respond to children's inconsiderate behaviour.

#### 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 other 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 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 to express them, making a connection verbally between the event and the feeling 'John took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it do 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 young children to learn to empathise with others, understanding that they have feelings too and that their actions impact on other's feelings. "When you hit John, it hurt him and he didn't like that and it made him cry."
- We help young children develop pro-social behaviour, such as resolving conflicts over who has the toy. "I can see you are feeling better now and John 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 develop.

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

- 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 very young children are unable to regulate their own emotions, such as fears, 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. Staffs are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talking about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try find out the underlying cause- such as a change or upheaval at home, or frequent changes 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 Pre-school, their key worker, is building a strong relationship to provide security to the child.

### **Rough and tumble play, hurtful behaviour and bullying:**

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.
- We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and these themes often refer to 'goodies and baddies' and such as 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. For biological maturation and cognitive development to take place, children will need repeated experiences with problems 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 children to understand the effect that their hurtful behaviour has had on other children; 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/guardians 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 parents, or carers in the setting, do not have the skills in responding appropriately, and consequently negative patterns are developed where hurtful behaviour is the only response the child has to express feelings of anger or frustration.
- 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, Pre-school will 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 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 child. 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 other child/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 her/his 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 do not label children who bully as 'bullies'.
- 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. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- We discuss what has happened with the parent/guardian of the child who carried out the bullying and work out a plan with them for handling the child's behaviour; and
- We share what has happened with the parent/guardian 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.