

The Children's Workshop

BEHAVIOUR MANAGEMENT POLICY

At the Children's Workshop we believe that children flourish best when they know how they and others are expected to behave. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. The pre-school actively promotes British values and encourages and praises positive, caring and polite behaviour at all times and provides an environment where children learn to respect themselves, other people and their surroundings.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the pre-school we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both in their own environment and that of others around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

Methods

- Our named person who has overall responsibility for issues concerning BEHAVIOUR is Helen Rowling.
- We require her to:
 - Keep herself up-to-date with legislation, research and thinking on handling children's behaviour;
 - Access relevant sources of expertise on handling children's behaviour; and
 - Check that all staff have relevant in-service training on handling children's behaviour. We keep a record of staff attendance at this training.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We require all staff, volunteers and students to use positive strategies for handling any conflict by helping children find solutions in ways that are appropriate for the children's ages and stages of development - for example distraction, praise and reward.
- We familiarise new staff members and volunteers with this Behaviour Management Policy during their induction period.
- We ensure that our 'rules' are applied consistently so that the children have the security of knowing what to expect.
- We avoid loud, threatening voices or shouting and will communicate calmly but firmly.
- We praise and endorse desirable behaviour such as kindness and willingness to share.

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- We help the children to avoid unacceptable behaviour by offering alternatives and 'do's rather than 'don'ts'.
- We provide a stimulating environment so children are occupied and play constructively.
- We have plenty of resources/toys so that conflicts are avoided.
- We avoid creating situations in which children receive adult attention only in return for undesirable behaviour.
- We recognise that codes for interacting with other people vary between cultures and require all staff to be aware of, and respect, those used by all members of the group.
- When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.
- We are ever mindful of the social developmental stage of individual children and their emotional needs.
- We have true regard for situations involving provocation or difficulties with sharing.
- We spend time in discussion with children, asking for their opinions and ideas for solving problems, and give affection, support and re-assurance as appropriate to re-enforce their understanding of good behaviour. Our golden rule is that we listen to others and we respect others and their property.
- We never send children out of the room by themselves.
- 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 children.
- We only use physical restraint, such as holding, 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 our Managers and are recorded in our Incident Book and on our Physical Restraint Incident Report. A parent/carer is informed on the same day and is asked to sign the Incident Book and/or Physical Restraint Incident Report to indicate that they have been informed.
- In cases of serious misbehaviour including racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development - for example by distraction, discussion or by withdrawing the child from the situation.
- Where a child's behaviour gives us cause for concern, the Manager discusses the problems, possible causes and solutions with the parent/carer.
- We work in partnership with children's parents/carers. Parents/carers are regularly informed about their children's behaviour by their Key Person or the Managers. We work with parents/carers to address recurring unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond

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appropriately. (The ABCC behaviour chart enables us to look for 'triggers').

- Persistent unacceptable behaviour such as bullying is thoroughly discussed with parents and action agreed. With parents' co-operation we may use a 'Home' book to encourage good patterns of behaviour and to share information.
- If necessary, we seek advice from other professionals regarding specific circumstances. We will develop a programme of behaviour strategies to support children with special educational needs who have difficulty in communicating their needs to others. This may result in unwanted behaviour. Our Senco will work closely with parents/carers and other professionals on strategies which are appropriate for each child's individual needs and development.
- Staff are encouraged to attend appropriate courses to develop their own expertise in dealing with behavioural problems.
- We will not refer to a child as 'naughty'. We will explain that it is their 'behaviour' that is unacceptable/not liked not them.

Rough and tumble play, hurtful behaviour and bullying

- We recognise that rough and tumble play is normal for young children and acceptable within limits. We regard this kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violent 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. We avoid such toys as guns and swords which would promote aggression.
- We are able to tune into 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 - "Behaviour is a means of communication"

- 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, only happens when the brain has developed neurological systems to manage the physiological processes that take place when

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triggers activate responses of anger or fear. Therefore we will 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 children to 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 behaviour.

- 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.
- We help young children empathise with others, understanding that they have feelings too and that their actions impacts on others' feelings.
- We help children develop pro-social behaviour, such as resolving conflict over who has a toy. An egg-timer is a useful tool.
- We are aware that the same problem may happen over and over again before skills such as sharing and turn taking develops.
- In order for 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 by modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close committed relationships with them.
- We help children to understand that their hurtful behaviour has had an effect on another child. When hurtful behaviour becomes problematic we work with parents to identify the cause and find a solution together.

The main reasons that children may engage in excessive hurtful behaviour are:

- They do not feel securely attached to someone who can interpret their need, this may be in the home and it may be in the setting.
- Their parents or someone 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 himself 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 may have a developmental condition that affects how they behave.

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Biting

The Children's Workshop understands that biting among children is common and can be a concern for staff and parents/carers. The Children's Workshop also understands that biting can be frightening for the child who has been bitten and that biting can happen for many different reasons and under different circumstances.

Children may bite for the following reasons:

Exploration – Babies and toddlers may bite when they are exploring something new and may not understand the difference of chewing a toy to chewing a person. Babies and toddlers learn through touching, smelling, listening and tasting objects.

Cause and Effect – Babies, toddlers and young children begin to understand cause and effect for example if they drop an object on the floor it will make a loud noise and if they bite someone, they get a response.

Attention – Children may bite to gain attention. Biting can be a quick way to get attention, although it is negative attention.

Imitation – Children often enjoy imitating their peers and if they see them bite, they may decide to try it out too.

Independence – Children can sometimes bite to gain control for example if they want a toy or for someone to move, they may bite to get their desired result.

Frustration – Children may bite when they are frustrated for example if they are unable to express their feelings or thoughts through words.

Stress – A child may bite when they feel stressed and are unable to express how they feel, for example if they have moved house or starting pre-school for the first time.

If a child bites another child in the setting staff will separate the children and comfort the child who has been bitten and call another member of staff if first aid is required. The staff member will explain age appropriately to the child who has bitten, that biting is unacceptable for example "we do not bite, biting hurts" and explain how their peer may be feeling for example "sad" and "sore". The child will be asked to say sorry and their play redirected. The staff member who dealt with the situation will complete an accident/incident report. Parents are informed and an explanation of what happened to both parties. This is done in a discreet way and names are not mentioned.

If a child continually bites, a meeting will be held with the staff team to discuss appropriate and consistent behavioural techniques and the child's

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parents/carers will be invited in to the setting to discuss strategies and explain how the behaviour is dealt with in the setting.

'Bullying'

Bullying involves the persistent physical, verbal or emotional abuse of another child or children. A hurtful pre-school behaviour becomes bullying when it is intense and targeted. The behaviour in this targeted form is potentially the beginning of a pattern of bullying but only if adults allow it to continue. If done repeatedly and with specific targets this can result in pre-school bullying. Adults reinforce bullying when they label a child as a bully rather than understanding that bullying is a set of actions not a person.

As such we prefer to use positive reinforcement behaviour management strategies to prevent bullying by young children by understanding the difference between a pattern of bullying and predictable pre-school behaviours.

If there is a pattern of bullying we will:

- We intervene to stop the child harming the other child or children.
- We explain to the child doing the bullying why their behaviour is inappropriate.
- We give reassurance to the child or children who have been bullied.
- We help the child who has done the bullying to say sorry for their actions and help the child to understand how their actions affect the bullied child to recognise feelings and emotions and build empathy.
- We make sure that children who bully receive praise when they display acceptable behaviour.
- We do not label children who bully.
- When children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour; and
- When children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Where this does not work we use the code of practice to support the child and family, making the appropriate referrals to a Behavioural Support Team where necessary.

Please also refer to the Physical Intervention Policy

| This policy was adopted on | Signed on behalf of the pre-school | Date for review |
|-----------------------------------|---|------------------------|
| <i>Oct 2018</i> | | <i>Oct 2019</i> |