

Managing Behaviour
Achieving Positive Behaviour Policy



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. 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 our programme for promoting personal, social and emotional development.

Procedures:

We have a named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

Pre-school- Mrs Perigo, Reception class- Mrs Price

- We recognise that codes for interacting with other people vary within 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 a positive role model of behaviour by treating children, parents and one another with friendliness, care, courtesy and respect.
- We familiarise new staff and volunteers with the setting's Achieving Positive Behaviour policy and its guidelines for behaviour.
- We expect all members of our setting; children, staff, parents, volunteers and students, to keep to the guidelines, requiring these to be applied consistently.
- All staff, students and volunteers will receive relevant in-service training on promoting positive behaviour.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their Key Person (Pre-school)/ class teacher (Reception). We work with parents to address reoccurring inconsiderate behaviour, using our observation 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 to 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 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, confidence and feelings of competence.
- When children behave in inconsiderate ways, we help them understand the outcome of their actions and support them in learning how to cope more appropriately.

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

- We give pupils choices or alternatives.
First warning then **second** warning then 'Time-in' (Pre-School) 'Time-out' (Reception class) strategy used.

Conflict Resolution is a way of staff helping children to deal with their feelings, manage their own behaviour and solve their own problems. Staff will:

- Approach quickly and calmly.
- Stop any hurtful behaviour.
- Stay calm and get down to the child's level.
- Remain patient
- Acknowledge the feelings of the children involved
- Neutralise the object
- Gather information from the children, listen to all sides.
Restate the problem using the children's own language
- Children are encouraged to agree on a solution to the problem.
Staff will give follow up support where necessary.

- We never use physical or corporal punishment and do not use techniques intended to humiliate and single out individual children.
- 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 setting leader and are recorded in the child's personal file. The child's parent/s is/are 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.

Hurtful behaviour:

We take hurtful behaviour very seriously. Most children in the EYFS will hurt at some stage 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 young children, hurtful behaviour is momentary, spontaneous and often without recognition 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 by offering support, calming the child who is angry, as well as the one who has been hurt by the behaviour.
- We do not engage in punitive responses to a young child's rage as this will have the opposite effect.
- 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. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will verbalise their feelings better, talking through the feelings themselves 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 Adam, 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. The children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.

●We support social skills through modelling behaviour and 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 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 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.

Staff record hurtful behaviour on Behaviour Incident sheets and discuss these with parents/carers. Where this does not work we use the Special Educational Needs and Disability Code of Practice (SEND 2014) to support the child and family, making the appropriate referrals to the Area SENCO, Sycamore Behaviour Outreach, the Educational Psychologist and/ or CAHMS.

Positive behaviour

Rules are negotiated with the children and worded positively. Class rules are reinforced regularly by staff through praise and rewards and through the use of sanctions, if necessary.

Rules

- Kind hands
- Kind feet
- Kind words
- Good sitting
- Good listening
- Good friends
- Take good care of our toys and property
- Always walk around school

Rewards

Verbal praise, positive feedback, compliments

Encouragement

Social rewards, smiling, clapping

Treats, rewards, privileges e.g. let the child choose a story/ song or what toy they would like to play with

Token rewards; Give the child stars, stickers, certificates, stamps etc.

Sent to another teacher with work/ head teacher

Praise wall/ displays in class

Reward charts, House Points (reception class)

Opportunities to receive praise in assemblies

Circle time is used to raise self esteem and to reflect on attitudes and behaviour. It is also used to communicate and co-operate as a group to help learning and relationships.

Sanctions

If a pupil fails to follow the class rules the following sanctions will be applied:

Verbal reminder to the pupil of the rule they have broken

Reiteration of the rule and the pupil warned of the consequence.

- Continued disruption will lead to a **'time in'** in a quiet area away from the situation where an adult will talk through the rules with the child.
- Owing Time charts will be used where necessary and children will 'pay back' the time owed during child initiated play sessions.
- Behaviour Incident sheets will be completed.
- Poor behaviour at lunchtime can lead to children being kept inside for part of the playtime.
- The Head teacher will be informed of persistent unwanted behaviour and parents will be invited in to discuss their child's behaviour and support a strategy for improvement.

It is crucial that parents are fully aware of the EYFS policy on behaviour and a copy will be issued to parents each year. We expect that early interventions and discussions with parents will nip an issue in the bud. Early involvement will also make it easier to offer advice about how they can support the schools strategies.

Exclusion

Exclusion is seen as the last resort; after all other attempts to modify behaviour have failed.

Staff/other professionals will work co-operatively with parents/ carers of children who are experiencing difficulty with behaviour, however, staff will not tolerate aggressive, physical or verbal behaviour that will cause injury/ harm to other children, themselves or staff.

Fantasy aggression

Young children often engage in play that has aggressive themes such as superhero and weapon play, some children appear preoccupied 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 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 to explore concepts of right and wrong.

As experienced practitioners we are able to tune into the content of children's 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.

Bullying (See main school policy for more details)

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of child or other children. It is characterised by intent to hurt, often planned, repeated and accompanied by an awareness of the impact of the bullying behaviour.

Any serious or persistent incidents must be reported to the Head teacher Mrs Mason.

If a child bullies another 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/children
- We explain to the child doing the bullying why her/his behaviour is not acceptable
- We give reassurance to the child/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 practice and reflect on considerate behaviour.
- We do not label children who bully as 'bullies'.
- We recognise that 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 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.

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