

Equality of Opportunity

Achieving positive behaviour

Policy Statement

Mr. Bee's 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 the programme for promoting personal, social and emotional development.

Procedures

We have a named person who has overall responsibility behaviour management. In small settings this may be shared between co-staff.

- We require the named person, _____, to:
 - i. Keep her/himself up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
 - ii. Access relevant sources of expertise on promoting positive behaviour; and
 - iii. Check that all staff has relevant training on promoting positive behaviour as recommended by Norfolk County Council. A record is kept of staff attendance on this training at the individual centre and head office.
- 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 a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy

- **Guidance on strategies for managing behaviour is set out in our Childcare Handbook for staff members and volunteers to ensure consistent approaches and strategies are put in place to deal with behaviour.**
- Children are made aware of the expectations and boundaries, where age appropriate through routine activities and next step planning.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently which are outlined below.
- 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 inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies to encourage positive behaviour

- The settling in process ensures that the keyperson and child have started to build a good relationship and the keyperson introduces boundaries and guidelines (**find use and return system**).
- At all times staff should model positive behaviour to each other as well as children.
- Skilfully identify when a child's physical needs are affecting behaviour (hungry, thirsty, tired, etc.).
- Ongoing support for children with regards to emotional development such as being aware of children's circumstance that may affect behaviour (i.e. a new baby in the family).
- Ensure that there are sufficient activities and resources for children to remain engaged as far as possible,

Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use a restorative approach 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 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, to name a few.
- We ensure that there are enough resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting

for turns. However, some activities will limit resources to allow children to develop their turn taking and sharing skills.

- 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 use physical punishment, such as smacking or shaking and children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We would only remove a child or use physical restraint such as holding to prevent physical injury to children or adults and/or serious damage to property using methods recommended by the Norfolk County Council's Step on training which all staff are expected to attend.
- 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 setting leader and are recorded in the child's personal file. The child's parent is informed on the same day.
- Where a child's behaviour has been assessed to be harmful an Individual Risk Management Plan is completed with the support of the parents so that staff will recognise early signs which lead to challenging behaviour and consistent strategies put in place to deal with a child's behaviour.
- **If a child becomes distressed and/or their behaviour becomes so challenging that it is impacting on their own safety, the safety of other children or staff members, it may be necessary for attendance to temporarily stop until the Individual Risk Management Plan is put in place (refer to Registration policy).**
- In cases of 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.

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 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 should stay 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 may be the result of 'separation anxiety'.
- **Although young children may bite as a means of communication, when this becomes frequent we follow the control measures in our Biting Risk Assessment and seek advice from other agencies (i.e. Speech and Language, Health Visitor).**
- 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

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 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 monitor rough and tumble and fantasy 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 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 understanding 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 manage these feelings as they are not able to understand this for themselves.
- We understand that the brain is not developed enough to deal with the effects of emotions such as 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 to develop the response system that will help the child be able to manage his or her own feelings.
- We do not engage in negative 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.
- 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 help young children develop pro-social behaviour, such as resolving conflict over who has the toy. “I can see you are feeling better now and Adam 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. In order for both the 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 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 (**refer to Safeguarding and Child Protection Policy**);
 - the child has a developmental condition that affects how they behave (**Refer to Supporting Children with SEN**).

Where this does not work, we use the SEND Code of Practice (2014) to support the child and family, making the appropriate referrals to Early Years Support or the local Children’s Centre using the Family Support Process where appropriate after receiving consent.

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 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 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 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 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 parents of the child who **carried out** 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 **carried out** the bullying is being helped to adopt more acceptable ways of behaving.

Recording of behavioural incidents:

- Records are completed for incidents involving behaviour and shared with parents.
- All records are required to meet our information sharing and confidentiality procedures and therefore the names of any other children involved will not be disclosed.
- Any digital records will need a plan for use and written consent of the parent, the Behaviour Co-ordinator and where appropriate the child.

Further Guidance:

- Mr. Bee's **Childcare Handbook**
- Norfolk Steps 'The Basics' Step On training – March 2013 (attached)
- Gun and Weapon Play by Diane Rich Practical Pre-school 2003 (Operational Plan Box 2)

Forms:

- **Unusual Behaviour Concern Form**
- Individual Risk Management Plan
- **Biting Risk Assessment**
- **Existing Injury, Accident and Incident Form (copy with Recording and Reporting of Accidents and Incidents policy)**
- **ABC Behaviour Chart**

Re: Achieving Positive Behaviour

This policy was reviewed at a meeting of	Mr. Bee's Family Centre	name of setting
Held on	9 th June 2017	(date)
Date to be reviewed	July 2019	(date)
Signed on behalf of the management committee		
Name of signatory	Jeanette Nowrung	
Role of signatory (e.g. chair/owner)	Trustee	
Centre Manager's Signature:		