



## Equality of opportunity

### 1.13 Achieving positive behaviour

#### Policy statement

This policy aims to support children in building caring and respectful relationships with other children and adults.

In promoting positive behaviour within our environment we help children to develop a range of social skills and help them learn what constitutes acceptable behaviour, using appropriate strategies that enable children to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects.

Our setting believes that children flourish best when Staff have a Holistic approach and a clear understanding of developmentally appropriate expectations for children's behaviour, this will empower children to develop confidence, self discipline and self esteem in an atmosphere of mutual respect and encouragement.

#### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.3 Keeping safe	2.2 Parents as partners 2.3 Supporting learning	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

## Procedures

The School Leadership Team (SLT) have overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour.

- To support the setting with positive behaviour the SLT will:
  - 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 positive behaviour within the programme for supporting personal, social and emotional development ; and check that all staff have relevant in-service training on promoting positive behaviour.
  - Work with the SENDCO to support individual children that are involved with other agencies supporting their development.

### *Parents as partners:*

We believe that a strong and supportive partnership between the setting and parents will ensure positive outcomes for children's behaviour.

- We recognise that codes for interacting with other people vary between families and require staff to be aware of – and respect – those used by members of the setting.
- Parents are regularly informed about their children's behaviour at the earliest possible opportunity by their key person.
- We work with parents to address recurring inappropriate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.
- Consultations with key workers, the Federated head teacher, assistant headteacher or day care manager, help to identify probable causes and possible strategies to support the children, setting and the families with behaviour.

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

We believe positive behaviour begins with staff and children working together to create a positive and respectful atmosphere.

- We familiarise new staff and volunteers with the settings behaviour policy and its guidelines for behaviour and expect all Staff, volunteers and parents to set a positive example as well as working as a team, responding collectively and consistently to re-direct children's energies appropriate to their developmental stages.
- Positive behaviour will be reinforced through praise and encouragement.
- Children will be given time to 'calm down' then encouraged to re-join the activity or something different once ready.

- We will try to avoid situations where children may behave negatively by ensuring we have varied, well planned and purposeful routines and activities so that children do not get bored.
- Staff are to mediate between children who are trying to resolve conflicts and negotiate, offering support where needed and wanted with sensitive interventions.
- Children will be given clear consequences and a chance to change their behaviour.
- We require all staff, volunteers and students to use positive strategies for handling any negative behaviour, by helping children 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 positive 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 negative 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 do support children with a calm down, the children are supported 1 to 1 at this time
- We do not use techniques intended to single out and humiliate individual children.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

*We recognise that some strategies for supporting children will need to be developmentally appropriate and differ from those for older children:*

#### *Children under three years*

- 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 may be the result of ‘separation anxiety’.
- We focus on ensuring a child’s attachment figure in the Centre, their key person, is building a strong relationship to provide security to the child.

**Please see our policy on ‘biting’.**

*Children over 3 years:*

#### *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 seem negative at times and may need addressing using strategies such as group discussions.

- We recognise that 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 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 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 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 to develop the physiological response system that will help the child be able 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 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. "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 be able to verbalise their feelings better, talking through themselves the feelings 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 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;
  - the child has a developmental condition that affects how they behave.
  - Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to an Early intervention qualified teacher where necessary.

*Children within the out of school and holiday clubs (in addition to above):*

- Children within the older phases of the setting are encouraged to have regular open discussions about feelings and behaviour, within a respectful and supporting group atmosphere that they and staff can challenge ideas and offer alternative thinking.
- Children are encouraged to think about the causes and effects of their behaviour.
- Children and staff work together to create ground rules that the children call '*Golden Rules*' and display them in the room so that they are there as a reminder of what they expect from themselves.
- 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.

The building has security measures in order to keep children safely within the premises, where children leave the setting without permission or guardian the staff will adhere to our missing child policy.

### *Use of physical restraints:*

The use of physical restraints will only be used as a last resort and under reasonable grounds for believing immediate action is necessary to prevent a child from significantly injuring themselves, others or to prevent serious damage to property.

- It should be appropriate for the child's age and size, and strength
- Only staff trained in CPI-non-violent crisis prevention will transport or restrain a child.
- Risk assessments on the child's continued behaviour will be completed
- Behaviour plans- explaining strategies will be completed
- Parents will be fully aware that CPI is being used
- All possible non-physical options such as diversion, are first exhausted and children will be warned first why they are going to be restrained if they do not stop, staff will also ensure that they only restrain children when in the presence of other staff.
- When using physical restraint minimal force necessary will be used to prevent injury or damage e.g. diverting by leading away by hand or arm around the shoulders.
- Physical restraint will only be used as an act of care not punishment and never used to force a child where there is no present risk.
- Where it is safe physical restraint should then be relaxed and the child allowed to gain self-control.
- All CPI will provide care, welfare, safety and security to all those involved, by going through the various stages.

If staff are not confident about their ability to contain a particular situation or type of behaviour, consideration will be given to calling the head, deputy or deputy daycare.

### *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.

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;

