**BEHAVIOUR MANAGEMENT POLICY**

Our preschool 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.

**Aim**

We aim teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

**Methods**

:

1. 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.
2. Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development.
3. To 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 the preschool.

We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents / carers and one another with friendliness, care and courtesy.

We familiarise new staff and volunteers with the preschool’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 parents / carers and regularly inform them about their child’s behaviour through the key person. We work with parents / carers to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately. These are called ABC observation records.

**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 child’s age and stage of development. Such solutions might include, but are not limited to, 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 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. Staff model positive sharing and turn taking methods.

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 send children out of the room by themselves.

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 rarely 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 our manager/deputy and are recorded in the child’s personal file. The parent / carer will be notified 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 explanation 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 behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate.

We recognise that some children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them to do this.

Common inconsiderate or hurtful behaviours of 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 of the incident.

An incident form is completed and shared with parent / carer where another child has sustained an injury due to inappropriate behaviour.

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

Our policy has been updated to provide additional focus on these kinds of inconsiderate behaviours.

**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; it may be inconsiderate at times and may need addressing using strategies mentioned 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 prosocial 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 themes – blowing up, shooting, etc – and 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 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 its 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.

1. 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.
2. We will help them manage these feelings as they have neither the biological means nor cognitive means to do this by themselves.
3. 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.
4. 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 return to a normal state, we are helping the brain to develop the physiological response system that will help the child to be able to manage his or her own feelings.
5. We do not engage in punitive responses to a child’s rage as this will have the opposite effect. Instead our way of responding is to calm them through holding and cuddling, but we also offer them explanations and discuss the incident with them to their level of understanding.
6. We recognise that children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them; making a verbal connection between the event and the feeling.
7. We help children learn to empathise with others, understanding that they have feelings too and that their own actions impact on other’s feelings.
8. We help children develop prosocial behaviour, such as resolving conflict over who has the toy.
9. 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.
10. 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.
11. 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.
12. When hurtful behaviour becomes problematic we work with parents / carers to identify the cause and find a solution together. The main reasons for 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 preschool, 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 is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or experiencing child abuse
* The child has a developmental condition that affects how they behave.

Where our strategies do not work, we use the Code of Practice to support the child and family, making appropriate referrals to a behaviour support team where necessary.

**Bullying**

We take bullying and harassment very seriously. Bullying and harassment 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/harassment behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan and/or carry out a premeditated intent to cause distress to another.

If a child bullies another child or children:

1. We show the children who have been bullied that we are able to listen to their concerns and act upon them,
2. We intervene to stop the child who is bullying from harming the other child / children,
3. We explain to the child doing the bullying why his/her behaviour is not acceptable,
4. We give reassurance to the child/children who have been bullied,
5. We help the child who has done the bullying to recognise the impact of their actions.
6. We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour.
7. We not label children who bully as ‘bullies’.
8. We recognise that children who bully may be experiencing bullying themselves, or subject to abuse or other circumstances causing them to express their anger in negative ways towards others.
9. We recognise that children who bully are often unable to empathise with others and for this reason we do not insist that 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.
10. We discuss what has happened with the parents/carer of the child who did the bullying and work out with them a plan for handling the child’s behaviour
11. We share what has happened with the parent / carer 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.