



Achieving Positive Behaviour

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Policy Statement

We believe that everyone at the setting has a right to feel valued, respected and safe. For this to happen in practice, we have a responsibility to behave in ways that enable all of us to feel free to explore and learn without fear of being hindered or hurt. We recognise that learning self-regulation and socially appropriate behaviour is a developmental process and that through modelling positive behaviour at all times and managing challenging behaviour appropriately and competently, we can provide for the needs of the individual as well as ensuring the safety and wellbeing of everyone at the setting.

Aims

We aim to listen to, and acknowledge the views of everyone in the setting, embracing who we are and where we have come from. In recognition of this, our expectations of behaviour are underpinned by the following values:

- **RESPECT AND RECOGNITION:** to value and celebrate our own and others' contributions and uniqueness, and to show consideration for our own feelings and the feelings of others.
- **FREEDOM AND RESPONSIBILITY:** to enable children and adults to explore and express themselves freely in an environment which supports decision making and opportunities to consider the consequences of our words and actions.
- **INCLUSION:** to provide access to learning for all, taking into account everyone's needs, background and ability, working together to share the same vision and work towards the same goal.
- **HONESTY:** to empower everyone to communicate openly and honestly in their interactions with each other.
- **SAFETY and TRUST:** to help everyone to feel able to express their concerns and fears in an appropriate way and to thrive physically and emotionally in their learning.

Procedures

At this age children are learning how to behave appropriately. Many of the things they do are appropriate for their age and stage of development and we help them to learn when something is dangerous or harmful to themselves or others, and to make positive choices in their behaviour.

We do this by:

- Noticing and acknowledging positive behaviours.
- Using clear and consistent boundaries across the setting.
- Explaining the consequences of some behaviours and offering choices.
- Involving the children in problem-solving.
- Sharing information with parents/carers about their children's behaviour both in the setting and at home.
- Providing strategies to support turn-taking e.g. using a sand-timer.
- Communicating and modelling positive behaviour, using a variety of strategies and props e.g. Makaton, gestures, visual timetables and puppets.
- Recognising and acknowledging feelings to encourage empathy.
- Creating an environment that minimises conflict e.g. ensuring there are sufficient resources.
- Providing planned opportunities to discuss behaviour and feelings e.g. at circle time.

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 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.

Challenging Behaviour

Adults at the setting will intervene when behaviour is persistently disruptive or difficult to manage.

We do this by:

- Being clear about the behaviour that is unacceptable.
- Supporting the child to think of solutions to put things right.
- Providing time away from the situation to calm down and reflect before talking things through.
- Use of personalised Social Stories.
- Working together with parents/carers and families to share strategies and ensure we are giving a consistent message.
- Completing ABCC charts to see if there is a pattern to the behaviour.
- In some cases, involving the SENCO in setting up an individual education plan (IEP) with specific targets related to behaviour.
- Liaising with other agencies e.g. health visitor, Area Inclusion Co-ordinator (INCO), to access further support and advice.

We do not:

- Use or threaten physical punishment, such as smacking or shaking.
- Use techniques intended to single out and humiliate individual children.
- Use physical restraint, such as holding, only to prevent physical injury to themselves or other children or adults and/or serious damage to property.
Details of such an event (What happened, what action was taken and by whom, and names of witnesses) are brought to the attention of the Deputy Manager and/or Manager and are recorded in the incident book. The child's parent/carer is informed on the same day either at home time or by email/telephone if someone else has collected their child.

Biting

Biting can be fairly common among children and can be a painful and frightening experience.

Biting happens for different reasons:

- Exploration-mouthing and tasting an object is something all children do. Young children don't always understand the difference between gnawing a toy and biting a person.
- Cause and effect,- sometimes children bite as they know they will get a reaction.
- Attention - older toddlers may bite to get attention even if it is of a negative kind.
- Imitation - Older toddlers love to copy others. If they see a child bite they may copy the behaviour.
- Independence - toddlers are trying hard to become independent. Biting can be a powerful way to control others.
- Frustration – toddlers do not always have control over their bodies and cannot always express themselves so hitting, biting and pushing becomes a way to express upset.
- Stress – biting is a way of relieving stress and expressing feelings.

If a child continually bites, staff will carry out observations to determine a cause for the situation in the hope that the cycle can be broken. Discussions will take place between staff and parents to help identify any underlying causes.

When the incident occurs:

- The biter will be removed from the situation whilst the child who has been bitten is dealt with.
- Staff should talk to the biter, telling them how it is not nice to bite and that their friend is very sad.
- Time should be spent comforting the bitten child whilst the biter receives no special treatment to show that biting is not rewarded.

The incident will be recorded on Injuries caused by challenging behaviour form, (ensuring confidentiality by not including the child's name) and these will be signed by both children's parents once the incident has been discussed with them in private.

Bullying & Peer on Peer Abuse

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 to another.

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 their 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 did the bullying and work out with them a plan for handling the child’s behavior.
- 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.

The Role of Staff, Students and Volunteers

When working with children and young people at Mulberry Pre- School all staff, students and volunteers are acting in a position of trust. It is important that staff and volunteers are aware that they may be seen as role model by children and young people and must act in an appropriate manner at all times.

When working with children and young people, it is important to:

- Follow the Mulberry Pre-school’s Safeguarding and Child Protection Policy and Procedures at all times.

- Listen and respect the children at all times.
- Avoid favoritism.
- Treat children and young people fairly and without prejudice or discrimination.
- Value and take children's contributions seriously, actively involving children and young people in planning activities wherever possible.
- Ensure language is appropriate and not offensive or discriminatory.
- Provide examples of good conduct you wish children and young people to follow.
- Challenge unacceptable behavior and report all allegations/suspicions of abuse.
- Encourage young people and adults to feel comfortable and caring enough to point out attitudes or behavior they do not like.

We must not:

- Patronise or treat children and young people as if they are silly.
- Allow allegations to go unreported.
- Develop inappropriate relationships such as contact with children and young people that is not a part of the work of Mulberry Pre-School or agreed with the Manager.
- Make sarcastic, insensitive, derogatory or sexually suggestive comments or gestures to or in front of children and young people.
- Act in a way that can be perceived as threatening or intrusive.
- Make inappropriate promises to children and young people, particularly in relation to confidentiality.
- Jump to conclusions about others without checking facts.
- Either exaggerate or trivialise child abuse issues.
- Take unnecessary risks when common sense, policy or practice suggests a more prudent approach.
- Adopt an attitude of complacency with regard to your own conduct.

Working with Parents

Working in partnership with our parents/carers is integral to the success of this Behaviour Policy. In order for it to work in practice, their contribution is vital.

We will achieve this by:

- Sharing the expectations of behaviour at the setting, through informal and formal discussions with individuals and groups of parent/carers.
- Talking to individual parents/carers about all aspects of their child's behaviour on a daily basis, as well as at regular parent/carer consultations.
- Being fair, non-judgemental and consistent when discussing children's behaviour with parents/carers.
- Providing extra support for parents/carers to help manage children's challenging behaviour e.g. Health visitor,

We hope parents/carers will feel able to:

- Inform us of any relevant changes to their circumstances which may affect their child's behaviour e.g. new baby, moving house, bereavement, divorce, separation or hospitalisation, parent deployment (military).
- Re-enforce expectations of positive behaviour by talking to their child at home.
- Actively support staff at the setting in implementing positive behaviour strategies.
- Be a positive role-model for their child.

Manager to sign and date: *SCPattison* 16 May 2023

Manager (print name) : Simone Pattison