



BEHAVIOUR MANAGEMENT POLICY

Statement of intent:

Little Owls Pre-School & Nursery believe that all children flourish best when their personal, social and emotional needs are met and when the guidelines are clear and developmentally appropriate for their behaviour.

We aim:

- To provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment.
- In order for children to be free to enjoy their play and to encourage their development, we require all adults (staff, volunteers, students and parents) to treat the children and each other with friendliness, care and courtesy to provide positive role models for the children.
- Physical punishment or threats of punishment will not be used.
- Physical intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult. Any occasion where physical intervention is used to manage a child's behaviour should be recorded and parents should be informed about it on the same day.
- Any problems will be handled in a developmentally appropriate fashion, respecting the individual child's level of understanding and maturity. We praise and endorse desirable behaviour such as kindness and willingness to share.
- Unwelcome behaviour will be managed in a positive way with one to one adult support, in seeing what was wrong and working towards a better pattern. We avoid creating situations in which children receive adult attention only in return for undesirable behaviour. It will be made clear that it is the behaviour and not the child that is unwelcome.
- Unacceptable attitudes/comments of a racial, sexist, cultural or derogatory nature will be made clear to the adult or child by means of explanations rather than personal blame.

Our named person who co-ordinates Behaviour Management issues is:

Name: Signed:..... Date:

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BEHAVIOUR MANAGEMENT PROCEDURE

Statement of intent:

Little Owls Pre-School & Nursery believe that all children flourish best when their personal, social and emotional needs are met and when the guidelines are clear and developmentally appropriate for their behaviour.

We aim:

We aim to 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 program for supporting personal, social and emotional development.

Methods:

Jazmine Walker is our named person who has overall responsibility for our program in supporting personal, social and emotional development issues concerning behaviour.

We require that we:

- Training is provided for the named person responsible for the behaviour management program
- 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 program, for supporting personal, social and emotional development.
- We recognize that codes for interacting with other people vary between cultures and require staff to be aware of and respect those codes used by members of the setting.
- We require all staff, committee, volunteers and students to provide a positive model of behaviour by treating, parents and one another with friendliness, care and courtesy.



- We familiarize new staff, committee and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- We expect all members of Little Owls Pre-School & Nursery – children, parents, staff, committee, volunteers and students to keep to the guidelines, requiring them to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key worker. We work with the parents to address recurring inconsiderate behavior, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour

- We require all staff, committee, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in a way 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.
- 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. However If conflict arises, we use a sand timer to give each child a visual aid on when it is their turn, allowing them to learn how to take 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.
- 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 actions 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. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding only to prevent physical injury to children or adult 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 our setting leader and are recorded in the child's personal file. The child's parent is informed on the same day.
- In cases of serious misbehavior, 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 recognize that strategies for supporting them will need to be developmentally appropriate and differ from those of older children.
- We recognize that 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 behaviour of young children include tantrums, biting or fighting. Staffs 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.



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 recognize 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 is agreed with the children and understood by them with acceptable behavioral boundaries to ensure children are not hurt.
- We recognize 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 play, perhaps to suggest alternative strategies for how heroes and heroines could act, to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.



Hurtful behaviour:

We take hurtful behaviour 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. It is not helpful to label this behaviour as bullying. For children under five hurtful behaviour is momentary, spontaneous and often without thought for 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 help manage a child's intense emotions 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 child to be able to manage their 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 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 experienced. We help children recognise their feelings by naming them and helping children express them, making a connection between the event and the feeling.
- We help young children learn to empathies with others, understanding that they have feelings too and that their actions impact on others feelings.
- We help young children develop pro-social behaviour such as resolving conflict over disagreements
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. Children will need repeated experiences with problem solving. Supported by patient adults and clear boundaries.



- We support social skills through modeling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognizing 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 the parents to identify the cause and find a solution together. The main reason 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 career 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 is exposed to levels of aggressive behaviour at home and may be experiencing child abuse.

-The child has a developmental condition that affects how they behave

-Where a child needs more support ,we use the SEN Code of Practice to support the child and family, making the appropriate referrals to a behaviour support team where necessary.



Bullying:

We take bullying very seriously. Bullying involves the persistent physical, verbal or emotional abuse of another child or children. It is characterized 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 development, where they are 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 the children who bully receive positive feedback for considerate behaviour and are given opportunities to practice and reflect on considerate behaviour.
- We do not label a child a bully
- 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 with the parents of the child who did the bullying and working together, work out a plan for handling the child's behaviour.
- We share what has happened with the parents of the child who has been bullied; explain that the child who did the bullying is being helped to adopt a more positive way of behaving.