



TCC Christian Pre-school

Behaviour Management Policy

We believe that children and adults flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement that is inclusive for all.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions. We appoint a member of staff as behaviour coordinator to oversee and advise on the team's responses to challenging behaviour.

In order to achieve this we have a named person who has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour.

The named person is required to:

- keep themselves up to date with legislation and research and thinking on promoting positive behaviour and 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 and keep a record of staff attendance at this training.
- 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 so that all are treated equally.
 - 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.
 - We familiarise new staff with the settings behaviour policy and its guidelines.
 - We expect all members of our setting – children, parents, staff, and students, to keep to the guidelines, requiring these to be applied consistently.

- We work in partnership with children's parents/carers. Parents/carers are regularly informed about their children's behaviour by their keyperson. 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.

Strategies with children who engage in inconsiderate behaviour

- We require all staff and students to use positive strategies for handling any inconsiderate behaviour, by helping children find a solution 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 considerate behaviour such as kindness and willingness to share, using our kind and helpful tree.
- 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 outcome of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves, nor do we use a 'naughty chair'.
- 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 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 and recorded in the settings Incident book. The child's parent is informed 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 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 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 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 setting, their key person, is building a strong relationship to provide security to the child.

Rough and tumble play, hurtful behaviour and bullying

Our procedure 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, although it may be inconsiderate at times and may need addressing using the above strategies.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kind of play as pro-social and not as problematic or aggressive.
- We 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 under 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 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 fear or anger.
- 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 to be able to manage his or her own feelings.
- We do not encourage 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 though 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. Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children to learn to empathise with others, understanding that they have feeling too and that their actions impact on other’s feelings.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy.
- 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 show they are 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 reason for very young children to engage in excessive 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 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 this child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

Bullying

We take bullying very seriously. Bullying involves the 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.

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 harming the other child or children.

- Explain to the child doing the bullying why their behaviour is inappropriate.
- Give reassurance to the child or children who have been bullied.
- 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 when they display acceptable behaviour and are given opportunities to practice and reflect on considerate behaviour.
- Do not label a child a bully.
- We recognise that children who bully are often unable to empathise with others and for this reason we do not insist 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.
- If a child persists to bully we will discuss what has happened with their parents and work out with them a plan for handling the child's behaviour.
- When children have been bullied we share what has happened with their parents explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Inappropriate Language

- The pre-school will not tolerate inappropriate or bad language. If a child is heard using this she/he will be told it is not word/words we use in pre-school.
- If a child continues with this behaviour staff will speak to the parent.
- If no progress is made then we will follow our Exclusion Policy guidelines.

Challenging unwanted behaviour from adults in the setting

- Settings will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group. This includes negativity towards groups and individuals living outside the UK (xenophobia). This also applies to the same behaviour if directed towards specific groups of people and individuals who are British Citizens residing in the UK.
- Allegations of discriminatory remarks or behaviour including xenophobia made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises and in the case of a staff member, disciplinary measures being taken.
- Where a parent makes discriminatory or prejudiced remarks to staff at any time, or other people while on the premises, this is recorded on the child's file and is reported to the setting manager. The procedure is explained and the parent asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. The second stage

comprises a letter to the parent requesting them to sign a written agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner; the third stage may be considering withdrawing the child's place.

If a child persistently behaves unacceptably the pre-school will issue a verbal notification to the child's parents. If the behaviour continues a written warning will be given. If the behaviour carries on the child will be excluded from pre-school for a period of time. If the behaviour is consistent and no improvement is made the child will be excluded permanently.

Behaviour Co-ordinator – Lynda Giles

All children will be treated equally and fairly in accordance with our Equality and Diversity Policy.

Also see 'Prevent Duty' Policy.

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
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Signed.....Manager

Date.....

Publications:

Fist Steps – Promoting Positive Behaviour in the Foundation Stage: Essex County Council 2005

Further guidance

- Special Educational Needs & Disabilities Act (DfES 2014)

Recommended Training

- Promoting Positive Behaviour programme, on Educare (<http://pre-school.educare.co.uk/Login.aspx>)