

Safeguarding and Welfare Requirement: Managing behaviour

Providers must have and implement a behaviour management policy and procedures.

7.1 Promoting Positive Behaviour – our policy and strategies

Statement of Intent

Withycombe Raleigh Preschool believes that all children flourish, learn and develop well when their personal, social and emotional needs are understood, supported and met. We set clear age appropriate boundaries which are consistently implemented throughout our practice.

Our Aims

We aim to enable children to learn with guidance, to behave in socially acceptable ways and to understand the needs and rights of others.

Methods

Our staff team work closely with our Supervisor to ensure we are;

- keeping up-to-date with current legislation, behaviour concepts and strategies and training
- working collaboratively with members of staff, the supervisor and committee to implement behaviour procedures and strategies
- giving members of staff and parents advice about behaviour issues

Cultural differences will be respected and we will work alongside parents' and carers to understand them, this is in accordance with our Valuing Diversity Policy (Setion 9).

- We require all members of staff, students and volunteers to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy
- We familiarise all new members of staff, students and volunteers with this Positive Behaviour Policy and Procedures, and annually review this policy at a team meeting
- We require all members of staff to use positive behaviour words within our rules when children show inconsiderate behaviour
- We have Playgroup Rules which we share with children on a regular daily basis and we expect all members of staff to remind children of these rules when children are not following them,
- Our rules are;

- We have kind quiet words	- We have kind sharing hands
- We have kind walking feet	- We have listening ears

These rules are reflected upon each term to make sure they are relevant to the age of the children currently attending our setting and any behaviour issues we may want to address.

- We praise and acknowledge children for all positive behaviour and achievements praising what they have done specifically, using many positive words, gestures and facial expressions.
- We work in partnership with parents/carers to address recurring inconsiderate behaviour and decide jointly how to respond appropriately.
- We work with outside agencies to share and reflect on positive behaviour strategies.
- We support each child in boosting self reliance, self-esteem, a sense of being valued and a sense of belonging.
- We never use physical punishment.
- We encourage children to be confident and to stand up for themselves by saying stop, and then telling a grown-up.
- We try to make sure there are more than one of each toy or piece of equipment available each day, when this is difficult and children find it hard to share we use a visual sand-timer for children to learn to negotiate sharing a toy or piece of equipment.
- When we ask children to do something or not to do something all staff will follow through the strategies listed below.
- We avoid creating situations in which children receive adult attention only when they have inconsiderate behaviour.

Challenging Behaviour

If a child displays challenging behaviour or wishes not to comply with instructions we will;

- Empathise with children and support their emotions
- Help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.
- Encourage children to say sorry, if appropriate. We would talk about our positive behaviour rules with the children as a positive outcome and if necessary the adult dealing with the situation may say sorry on behalf of the child.
- Work alongside parents/carers in addressing any challenging behaviour, keeping a log of when it occurs at home and in our environment, looking at any cause or influences.
- We may use positive behaviour charts (like sticker charts) when necessary

Hurtful Behaviour

We take hurtful behaviour very seriously but we also understand that children usually only display hurtful behaviour because something has happened previously or something has been going on for a while.

If a child hurts another child or adult verbally or physically we will;

- Get down to the child's level and ask what has happened
- If the child or adult shows emotional distress or is in pain we would talk to the child about how they think the other person is feeling

- We would explain the emotions that are being displayed by the child/adult that has been hurt and ask the child how they would feel if the same action was done to them
- We would make it clear that we do not accept that behaviour and remind them of our positive behaviour rules.
- Make sure the child/adult that has been hurt is ok, reassuring them and give them TLC.
- We would then try to trace back what happened before to the hurtful behaviour if it had not been seen.
- If for example the hurtful behaviour was the result of sharing a toy we would ask the child that got hurt to talk about why they took the toy from the child, and ask them if they could now share the toy or we would find another toy.
- We would encourage the children to say sorry to each other, (if they understand what the word means) but we do not feel that it is necessary in some situations. We would talk about our positive behaviour rules with the children as a positive outcome and if necessary the adult dealing with the situation may say sorry on behalf of each child.

Rough and Tumble Play and Fantasy Aggression

Children often engage in play that has aggressive themes for example, superhero and weapon play. We recognise that this play is not usually intended to inflict hurtful behaviour or inconsiderate behaviour, but sometimes children get a little too involved with the play and adult intervention may be required. We;

- Recognise that rough and tumble play are normal for young children and are acceptable within limits.
- Will develop strategies alongside the children within their play which they understand, so they can play within acceptable behaviour boundaries to ensure children are not hurt.
- Recognise that fantasy play also contains many violently dramatic strategies, for example, blowing up, shooting etc., and that themes often refer to 'goodies and badies', these types of play enable us and the children to develop an understanding of what is right and wrong together.
- Would also intervene with fantasy or imaginative play if we felt it was not acceptable circumstances, and perhaps suggest an alternative strategy for heroes/heroines and encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Our Strategies for dealing with challenging behaviour

All staff will deal with behaviour consistently, using positive language and praise. The following strategies will be followed:

If a child is asked to stop something that could cause injury (to themselves or another child/adult)

- The adult will explain the reason why the child should stop (eg stop throwing the sand because it will go into someones eyes and hurt them)
- This will be **said once** and if the child complies they are praised for listening and doing
- If the child does not stop when they have been asked they will be taken to look at our rules by the same adult, explaining the reasons why their behavior is unacceptable
- If the child still continues, they will be moved to a different activity, therefore learning the consequences of their actions by not playing with what they choose

If a child is asked to do something new, for example, to put on their coats to go outside,

- The adult will **ask the question twice** not using questions (like can you or will you?), by using instructions like, 'you need to' or 'it's time to'.
- If the child complies first or second time they are praised for listening and doing. If the child decides not to comply after being asked twice then the adult will use different language to achieve the desired result (for example, giving two options, both of which have the desired result)

If a child's behaviour becomes uncontrollable or is affecting other children, the environment or the members of staff we will:

- Do all of the above
- Tell the child 'you are not doing as I have asked so now you are going to have some quiet thinking time'
- Ask the child to sit near to where they were, on the floor. Say 'you haven't listened to our rules, you're not doing as I have asked and you're going to sit there for some quiet thinking time'. The time for this is very much dependent upon the child's age and stage, and will be assessed by the adult dealing with it, but will never exceed 2 minutes.
- The adult stays close and discourages other children from talking to the child, explaining to the other children the reasons why the child is having quiet thinking time, should they enquire
- If they comply with this, the child will be praised for sitting nicely, 'now you can go and join your friends'
- It is important the same adult deals with this consistently, but sometimes it may be necessary for another adult to become involved

Biting in Children

Withycombe Raleigh Preschool understands that biting among children is common and can be a concern for staff and parents/carers. We also understand that biting can be frightening for the child who has been bitten and that biting can happen for many different reasons and under different circumstances.

On joining our preschool parents/carers are talked through key points of the settings positive behaviour policy. All policies are available in the policy file and on our website:
www.withycomberaleighplaygroup.org.uk

Children may bite for the following reasons:

- Exploration – Babies and toddlers may bite when they are exploring something new and may not understand the difference of chewing a toy to chewing a person. Babies and toddlers learn through touching, smelling, listening and tasting objects.
- Teething – Babies and toddlers who are teething may bite as they may be suffering from sore gums and may only relieve the discomfort by chewing on an object or person.
- Cause and Effect – Babies and toddlers from 12 months olds begin to understand cause and effect for example if they drop an object on the floor it will make a loud noise and if they bite someone, they get a response.
- Attention – Children may bite to gain attention. Biting can be a quick way to get attention, although it is negative attention.
- Imitation – Children often enjoy imitating their peers and if they see them bite, they may decide to try it out too.
- Independence – Children can sometimes bite to gain control for example if they want a toy or for someone to move, they may bite to get their desired result.
- Frustration – Children may bite when they are frustrated for example if they are unable to express their feelings or thoughts through words.

- Stress – A child may bite when they feel stressed and are unable to express how they feel, for example if they have moved house or starting pre-school for the first time.

If a child bites another child in the setting staff will separate the children and comfort the child who has been bitten and call another member of staff if first aid is required. The staff member will explain age appropriately to the child who has bitten, that biting is unacceptable for example “we do not bite, biting hurts” and explain how their peer may be feeling for example “sad” and “sore”. The child will be asked to say sorry and their play redirected. The staff member who dealt with the situation will complete an accident report for the bitten child and an incident form for the biter.

If a child continually bites (easily monitoring the pattern through the incident forms), a meeting will be held with the staff team to discuss appropriate and consistent behavioural techniques and the child’s parents/carers will be invited in to the setting to discuss strategies and explain how the behaviour is dealt with in the setting. When necessary, other professionals will be contacted for advice, for example, Early Years Consultant, Children’s Centre and Health Visitor.

Example strategy: Providing babies and toddlers with teething rings may prevent biting if they have appropriate toys to explore.

Example strategy: A small change in the daily routine may prevent a child from biting if they usually bite when they are hungry or tired, or during transition times.

Parents/Carers: If you are struggling with your child’s behaviour, or have any concerns at all, please talk to us. We have lots of resources and hand outs available, we have access to many experts and websites for advice and we can refer you to our colleagues at the Children’s Centre. There are also free workshops every Friday afternoon at Withycombe Raleigh Primary School which offer information and advice on many different behavioural and emotional needs.

(<http://www.withycomberaleigh.devon.sch.uk/>) We are here to help, by working together we will give your child a consistent approach that will work.