

# Achieving Positive Behaviour

## Safeguarding and Welfare Requirement: Managing Behaviour

Providers are responsible for managing children's behaviour in an appropriate way.

### Policy statement

We believe that children flourish best when their personal, social and emotional needs are met and where there are clear, fair and developmentally appropriate expectations for their behaviour.

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 require all of our staff, volunteers and students to use positive strategies for handling and inconsiderate behaviour by helping children to find solutions in ways that are appropriate for the children's ages and stages of development. We will ensure there are enough popular toys, resources and sufficient activities so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.

We support each child in developing self-esteem, confidence, feelings of competence and a sense of belonging in the group. We acknowledge considerate behaviour such as kindness and willingness to share.

### EYFS key themes and commitments

The Themes and Principles describe the features of our practice on which the Early Years Foundation Stage is based. They emphasise that the child is of first importance and that all relationships, experiences and the environment together influence how the child will develop, plan and learn.

[http://www.foundationyears.org.uk/files/2011/10/EYFS\\_Principles1.pdf](http://www.foundationyears.org.uk/files/2011/10/EYFS_Principles1.pdf)

**A Unique Child – 1.1 Child development, 1.2 Inclusive Practice, 1.3 keeping safe**

**Positive Relationships – 2.2 Parents as partners, 2.3 Supporting learning**

**Enabling environments – 3.2 Supporting every child, 3.3 The learning environment**

**Learning and developing – 4.4 Personal, social and emotional development**

### Procedures

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within our programme for promoting personal, social and emotional development.

Our named persons Zoe Wright & Rosie Gooderham have overall responsibility for our programme of supporting personal, social and emotional development, including issues concerning behaviour.

They are required to:

- keep themselves up to date with legislation, research and thinking on promoting positive behaviour and handling children's behaviour where it may require additional support;

- attend relevant training to help them understand the implementation of the role;
- help implement the setting's behaviour procedures including the stepped approach;
- have the necessary skills to advise other staff on how to address behaviour issues and to access expert advice, if necessary;

### **Use of rewards and sanctions**

All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control. Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a 'prize' is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be 'compliant' and respond to meet adult's own expectations in order to obtain a reward. If used then the type of rewards and their functions must be carefully considered before applying.

Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out'. However, if necessary children can be accompanied and removed from the group in order to calm down and, if appropriate, helped to reflect on what has happened.

- 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.
- 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 and volunteers with the setting's Achieving Positive Behaviour Policy and Stepped Approach guidelines for behaviour.
- We expect all members of our setting - 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. Parents are regularly informed about their children's behaviour by their key person. We work with parents 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, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions 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 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 do not use techniques intended to single out and humiliate individual children.
- Where appropriate, a period of “time out” with a practitioner may be used.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We use stickers to incentivise and encourage children in their development; for example, with toileting
- 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 Team Leader & Ofsted Representative, and are recorded in the child’s personal file. The child’s parent(s) is/are 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.

### **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. 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 a change or 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, to build a strong relationship to provide security to the child.

### **Rough and tumble play and fantasy aggression**

We understand children’s desire to engage in rough and tumble play, as well as fantasy play that may include violently dramatic scenes, e.g. blowing up and shooting, and that themes often refer to ‘goodies and baddies’ . 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 need addressing. We will develop strategies to contain such play, which are agreed with the children and understood by them with acceptable boundaries to ensure children are not hurt.

All staff are in tune with the content of the children’s play and are therefore able to intervene in violent play scenes and suggest alternative acts of play that could involve heroes and heroines, making the most of ‘teachable moments’ to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution. Such interventions do not stop the children from being imaginative; but will help provide skills that will help them later on.

## **Hurtful behaviour**

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. 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 anger or fear.
- 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 be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- 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.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.
- 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 and 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 are genuinely 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.
- Where this does not work, we use the Special Educational Needs Code of Practice to support the child and family, making the appropriate referrals where necessary.

## **Safeguarding**

We recognise that there may be many different antecedences to behaviour. We will endeavour to find out why a child is behaving inappropriately. Staff will be aware that sometimes a child may display inappropriate behaviour due to something happening outside the pre-school environment and will take appropriate action should we have a concern or a child or family member make a disclosure (see safeguarding policy).

Policy Updated March 2017