

**Safeguarding and Welfare Requirement: Managing behaviour**

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

**Managing Behaviour**

**Promoting Positive Behaviour**

**Policy statement**

Our setting believes that children flourish best when their personal, social emotional and spiritual needs are understood, supported and met and where there are clear 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 appoint a member of staff as behaviour coordinator to oversee and advise on the team’s responses to challenging behaviour.

**EYFS Key themes and commitments**

A Unique Child	Positive Relationships	Enabling Environments	Learning & Development
1.1 Child development 1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social & emotional development

**Procedures**

We have a named person (Margaret Sanders) who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

*We require the named person to:*

- Keep herself 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 programme for supporting personal, social and emotional development.
- Check that all staff have relevant training on promoting positive behaviour. We keep a record of staff who have attended such 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
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and each other with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the setting's behaviour policy and its 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 observations 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 behaviour strategies for handling any inconsiderate behaviour, by helping our 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, explanations 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 endeavour to ensure that there are enough popular toys and resources and sufficient activities available so that the 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.
- 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 setting, 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 action and support them in learning how to cope more appropriately.
- 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 or serious damage to property.
- Details of such an event are brought to the attention of the manager and are recorded. The child's parents are informed on the same day whenever possible.
- 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 3 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 that toddlers 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 toddlers include tantrums, biting and fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them where possible, to help resolve issues and promote understanding.
- If tantrums, biting and 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, 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 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 behaviour 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 for conflict resolution.

### *Hurtful behaviour*

We take hurtful behaviour very 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, 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 to 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 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 be able to manage their own feelings.
- We do not engage in punitive responses to a young child's rage as this will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them down through holding and cuddling. Verbal children can 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 learn to empathise with others, understanding that they have feelings too and that their actions impact on other's feelings.
- We help young children develop pro-social behaviour, such as resolving conflict.
- 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 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. Some of the reasons for very young children to engage in excessive hurtful behaviour could be that:
  - They may not feel securely attached to someone who can interpret and meet their needs. This may be in the setting but it may also be in the home.

- Their parent or carer in the setting, may 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 or mastery of English, to express him or herself and may feel frustrated.
- The child could possibly be exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse.
- The child may be going through a developmental stage that affects how they behave.
- When the above interventions do not work we will make appropriate referrals to a Behaviour Support Team where necessary.

### *Bullying*

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/she is able to plan to carry out a premeditated intent to cause distress in another. Bullying usually occurs in children five years old and over.

### *Use of physical intervention*

- Staff will only use physical intervention where it is judged necessary to use 'reasonable force in order to prevent children from injuring themselves or others' (EYFS).
- If 'reasonable force' has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.

### *Challenging Behaviour/Aggression by children towards other children*

- Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge and prevent escalation.
- If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents of both children should be informed.
- The designated person will contact children's social services if appropriate, i.e., if a child has been seriously injured, or if there is reason to believe that a child's challenging behaviour is an indication that they themselves are being abused.
- The designated person will make a written record of the incident, which is kept in the child's file.
- The designated person should complete a risk assessment where necessary related to the child's challenging behaviour to avoid any further instances.
- The setting should advise the parents of the child who has been affected by the behaviour of the incident and the setting's response to the incident.
- Ofsted should be notified if appropriate, i.e., if a child has been seriously injured.
- Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.

Last reviewed by A Timbey on 19<sup>th</sup> October 2020