**Behaviour management Policy**

**Statement of intent**

Rougham Acorns Pre-School believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

**Aim**

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. We aim to enable all children to develop confidence, self-esteem and a positive attitude towards their own learning and towards others. We aim to ensure that all staff work in an environment where there is mutual respect, and where there is a good understanding of the developmental needs of children. We believe in working closely with parents/carers, enables a consistent approach to behaviour management

**Methods**

We have a named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. We believe that behaviour is learnt, we can therefore teach children to be kind through staff acting as positive role models. The way this is encouraged is through planning, resources and play.

* **Vanessa Cameron-Laker** has overall responsibility for issues concerning behaviour and keeps 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.
* **We require the named person to :**
* Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development; and to
* Check that all staff has the relevant in-service training on promoting positive behaviour.
* We recognise that codes of 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 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 observation records to help us to understand the cause and to decide jointly how to respond appropriately.

In order to achieve our aims we will:

* Provide and age appropriate environment with stimulating activities, using observations in our planning.
* Ensure that the environment is safe, attractive, welcoming, inviting, and include activities for children that focus on their interests and their choices.
* Encourage good communication between staff to ensure the smooth running of sessions.

 Adults are expected to provide positive role models to children at all times, i.e. turn taking, sharing and general social skills. This is the way staff communicates with each other and with the children in their care. Alongside parents/carers we will have a consistent, calm and friendly approach when dealing with undesirable behaviour.

 We offer an open door policy to all parents/carers in which they can discuss any issue or concern in confidence or private with the key person or management team. To enable us to have clear consistent communication with parents/carers notice boards, daily reports, newsletters, parent/carer evenings and events days are also provided.

**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 is not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response.
* We never send a child out of the room to play by themselves.
* We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
* 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.
* Staff should never use any form of physical punishment, restraint, or humiliation when dealing with undesirable behaviour.
* Staff have to ensure that the children are aware that hurting their friends or making unkind comments towards them is not acceptable.
* Whilst in the preschool, staff should use a gentle, calm tone, and child friendly and age appropriate language when dealing with undesirable behaviour.
* Always keep calm; never show that undesirable behaviour has had any impact on you.
* Always make sure that when discussing undesirable behaviour that you go down to the child’s level. An explanation of why the behaviour was inappropriate should always be given in clear, age appropriate manner. Please be discreet and if other children are trying to listen to the conversation, gently encourage them to do something else or ask a member of staff to distract them. Ensure that you remember that the behaviour is to blame and not the child.
* Our approach is to give praise to children in order to promote positive behaviour rather than blaming the other child whose behaviour was deemed to be unacceptable.
* On occasion it may be necessary to separate children from one another or if there is a situation where there is a risk of them causing the other/each other harm. If this has been necessary we will inform the parent/carer at pick up. It will be noted in the incident book.
* In situations where the children are causing each other distress i.e. over a particular toy, they may be encouraged to use a sand timer to share and take turns or be distracted with another activity or toy.
* No child in the room should be forced to say “sorry”, if they wish to on their own accord that is acceptable. It may be suggested that they give the other child a hug to comfort them or to draw them a picture. , or ask the other child ‘what could…..do to cheer you up?’

Age and stage of development is linked to how children self- regulate. Expectations for each child must be developmentally appropriate, and this means that we have to recognise that some children will struggle with the boundaries unless the adults support them.

The amount of attention that children need not only varies from child to child, but also according to their age and stage of development. Attention gives children a sense of reassurance, confidence and a sense of well-being. Attention seeking behaviour is learnt strategies to gain immediate adult attention. It is the child’s way of letting you know they are not in receipt of sufficient attention, that they are perhaps tired, are not being stimulated enough or may be having difficulties within the environment.

**Responding to attention seeking behaviour.**

* Whilst the behaviour is taking place ignore it. No eye contact, no talking to the child and no turning towards them.
* Once the behaviour has stopped the child must receive positive attention, with no reference to their attention seeking behaviour. The aim of this is to lessen the need for the child to show attention seeking behaviour. More time should be consciously made to spend more positive time with the child.

**Following instructions and listening**

* Children’s ability to listen to instructions and, more importantly to remember them, is very limited. A child is more likely to remember an instruction where they have been shown what to do, than just told.
* Children find it difficult to follow instructions if there are appealing distractions and temptations because, it is hard to regulate their impulses.
* Children will find it difficult to follow instruction if they are addressed in a group. They may not realise the instruction is for them.
* Children may use not following instructions as a form of attention seeking.
* Young children often need longer to make sense of what is being said to them. Children often find listening easier when there is a visual accompaniment. We will use pictures and visual aids to help children process what is being asked of them.

**Rough and tumble play, hurtful behaviour and bullying**

Our procedure has been updated to provide additional focus on these kinds of inconsiderate behaviours. See our Weapons and Superhero Policy.

**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 in not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at time 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 behavioural boundaries to ensure children are not hurt.
* We recognise that fantasy play also contains many violent 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 of explore alternative scenarios and strategies for conflict resolution.

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 their 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.
* Our way of responding to pre-verbal children is 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 to express them, making a connection verbally between the event and the feeling ‘Adam took your car didn’t he, and you were enjoying playing with it. You didn’t like it when he took it did you? It make you feel angry, didn’t it and you hit him’
* We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others’ feelings. ‘When you hit Adam, it hurt him and he didn’t like that and it made him cry’.
* We help young children develop pre-social behaviour, such as resolving conflict over who has the toy. ‘I can see you are feeling better now and Adam isn’t crying any more. Let’s see if we can be friends and find another car, so you can both play with one.’
* 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. The main reasons 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 bi in the setting.
		- Their parent, or carer 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 at risk emotionally, or may be experiencing child abuse.
		- The child may have a developmental condition that affects how they behave.
* When this does not work we use the Code of Practise to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

**Peer on peer abuse**

We take peer on peer abuse very seriously. This 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 the abuser has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another.

Peer on peer abuse can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

If a child abuses another child or children:

* We show the children who have been abused that we are able to listen to their concerns and act upon them.
* We intervene to stop the child who is abusing from harming the other child or children.
* We explain to the child doing the abusing why her/his behaviour is not acceptable.
* We give reassurance to the child or children who have been abused.
* We help the child who has done the abusing to recognise the impact of their actions.
* We make sure that children who abuse receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour.
* We do not label children who abuse as ‘abusers’.
* We recognise that children who abuse may be experiencing abuse themselves, or be subject to abuse or other circumstances causing them to express their anger in negative ways towards others.
* We recognise that children who abuse are often unable to empathise with others and for this reason we do not insist that 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 abused child as the original behaviour.
* We discuss what has happened with the parents of the child who has been abused, explaining that the child who did the abusing is being helped to adopt more acceptable ways of behaving.