

# **Sticky Fingers Pre-School**

## **2 - Behaviour Management Policy**

### **Statement of Intent**

Personal, Social and Emotional Development (PSED) is a key ingredient to ensure children flourish. Our pre-school believes that children flourish best when their PSED needs are met and they know how they are expected to behave. They should be free to play and learn without fear of being hurt or unfairly restricted by anyone else.

### **Aim**

We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment. We will also encourage and promote British Values into our curriculum planning and daily routines.

### **Methods**

- We have a named person (Maria Rixon, supervisor) who has overall responsibility for issues concerning behaviour. We require the named person to
  1. Keep her/himself up to date with legislation and research and thinking on handling children's behaviour.
  2. Access relevant sources of expertise on handling children's behaviour
  3. Check that all members of staff have relevant in-service training on handling children's behaviour. We keep a record of staff attending this training.
- 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 require all staff, volunteers and students to use positive strategies for handling any conflict, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. For example, distraction, praise and reward.
- We familiarise new staff and volunteers with the pre-school's behaviour policy and its rules for behaviour.
- We expect all members of the pre-school (children, parents, staff, volunteers and students) to keep to the rules, requiring these to be applied consistently.
- We praise and endorse desirable behaviour such as kindness and willingness to share.
- We avoid creating situations in which children receive adult attention only in return for undesirable behaviour.
- 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 pre-school.
- When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.
- We never send children out of the room by themselves.
- 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 only use physical restraint, such as holding, 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, by whom and the names of witnesses) are brought to the attention of our pre-school leader and are recorded in our incident book. A parent is informed on the same day and signs the Incident Book to indicate that he/she has been informed. A positive handling plan may need to be put in place and shared with parents if this is a recurring situation.

- 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 explanation rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's behaviour.
- We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development. For example by distraction, discussion or by withdrawing the child from the situation.
- We work in partnership with parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately.
- By having a key worker system in place, helps by giving the child an attachment figure within the setting, i.e. their key person. This enables the building of a positive relationship in order to provide emotional security for the child.
- We also recognise that children under three years old behave differently, i.e. unable to regulate their own emotions and require adults to support them to do this, therefore supporting them developmentally appropriate and differ from those older children

### **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 necessary a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

### **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 thinking 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 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 down who is angry, as well as the one who has been hurt by the behaviour. By helping the child to return to 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 feelings
- We support social skills through modelling behaviour and through activities. We help to build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them
- When hurtful behaviour becomes problematic, we work with parents to identify the causes and find a solution together
- If this doesn't work then we use our Special Educational Needs Policy to support the child and family, making the appropriate referrals to the Area Senco for additional support and strategies to support the child due to more underlying issues for the child

## **Bullying**

Bullying involves the persistent physical or verbal abuse of another child. We take bullying very seriously.

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 to another. Bullying can occur in children five years old and over.

If a child bullies another child or children we:

- Intervene to stop the child harming the other child or children
- Explain to the child doing the bullying why his/her behaviour is inappropriate;
- Give reassurance to the child or children being bullied
- Help the child who has done the bullying to say sorry for his/her actions;
- Do not label children who bully, as 'bullies'
- We recognise that children who bully may be experiencing bullying themselves or may be subject to abuse, causing them to express their anger in negative ways towards others
- When children bully, we 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.

EYFS Key themes and commitments:

<b>A Unique Child</b>	<b>Positive Relationships</b>	<b>Enabling Environments</b>	<b>Learning and Development</b>
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

This policy was adopted by

Sticky Fingers Pre-School

On

2<sup>nd</sup> October 2018

Date to be reviewed

2<sup>nd</sup> October 2019

Signed by Chairperson

Name of Chairperson

Michelle Mainwaring

Signed by Secretary

Name of Secretary

Hayley Shears