



Tickton Pre-school and Play Pals

Managing Behaviour Policy,

PSED

& Anti-Bullying Policy.

Working in conjunction with the Early Years Foundation Stage Statutory Framework (EYFS).

Quality and Consistency.

A Secure Foundation.

Partnership Working.

Equality of Opportunity.

Unique Child

Positive Partnerships

Enabling Environment

Learning and Developing

EYFS

Promoting British Values.

Including:

- **Procedures.**
- **Aims.**
- **Strategies.**
- **Anti-Bullying Procedures and Strategies for dealing with bullying.**
- **Supporting Children's behaviour under three years of age.**
- **Managing behaviour in Play Pals (older children).**

- **Rough and tumble play and fantasy aggression.**
- **Managing hurtful behaviour.**

(Please see appendix 1. - Strategies we have adopted to support behaviour)

Policy statement

Equality of opportunity.

Our setting believes that children flourish when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. Children are encouraged to consider the views and feelings, needs and rights, of others and the impact that their behaviour and actions can have on others and their environment. This is a developmental task that requires support, encouragement and modelling by all adult practitioners and parents working with children. **It is very important to remember the individual levels of development each child has when dealing with any challenging behaviours.**

Practitioners must understand that parent partnership is so important when supporting children.

Practitioners MUST regulate their own behaviour and feelings. Children's behaviour is not about you or how you feel. Behaviour will not change in a short period and can take time to develop and change, consistency is very important. Never compare children.

Practitioners must not let their 'personal feelings' taint their opinions of families with respect to family culture, beliefs and/or routines or discuss children and or families negatively as a result.

What is behaviour:

Behaviour is the way in which one acts or conducts oneself, especially towards others and the way in which a person behaves in response to a situation or stimulus. Behaviour is a way to express feelings, for example; children who are non-verbal can get very frustrated and this can be displayed through behaviours. It is vital that all staff think 'why is this happening?' what are the triggers for this behaviour? And what can I do to help children manage these feelings.

Challenging behaviour in children can be presented in many ways, such as; biting, hitting, disrespectful language or in the refusal to carry out instructions. Children often display challenging behaviour for a variety of reasons; including outside factors and life changes such as a new baby in the family or parent separation, these can all impact on a child's emotional development and behaviour. Remember young children are **still learning** - It is important to observe the behaviour to pick out any contributing factors and support the child and family

through this challenging period. This can be done through a range of tracking observations, noting down particular times of the day or areas of the setting that the child's behaviour changes.

Tickton Pre-school and Play Pals believe that children flourish when they know how they are expected to behave and that they should be free to play and learn without fear of being hurt or unfairly restricted by anyone else. As a setting, we are responsible for managing children's behaviour in an appropriate way.

What are our expectations of children – Practitioners must support and teach children these behavioural skills:

Practitioners must make themselves familiar with what pre-school/setting expectations and 'setting rules' are. Practitioners must be **consistent** throughout sessions in implementing these so children become familiar with what is expected. Practitioners must support children appropriately through planning to develop these behavioural skills as needed.

Our Pre-school Golden 'Rules'.

- We use our inside voices
- We are friendly and kind to others
- We listen to others
- We keep our hands to ourselves and learn to share.
- We say please and thank you.
- We don't shout at other people.
- We follow the pre-school daily routines.
- We run in safe places and keep ourselves safe.

(Practitioners must use visual cues as appropriate to support children).

Working with other staff members.

Good communication is absolutely key during sessions. Practitioners may find that at some points things become unmanageable and they need the support of others. Staff MUST ask for support and help in a respectful and timely manner so that 'normal' routine

can continue. Never let it come to a point where your frustrations take over, communicate your needs calmly.

Be respectful to others at all times.

A child must **NEVER** be given corporal punishment or be made to feel intimidated or fearful by a member of staff, for example; a staff member must never 'grab' a child by the wrist or use this action to move children around. All staff must be aware that corporal punishment is illegal.

All staff must be very careful of the body language displayed and the message that is given to children when dealing with any challenging behaviour. **NEVER** use body language to control or intimidate children or 'to get them' to do what you want, 'looming over' children can be very intimidating. Always get down to a child's level to discuss actions/or explain, NEVER insist on eye contact – this can be intimidating.

(STAGES not AGES) - Use language that will meet the developmental level of the individual child. Children who are two years old, for example; may find it challenging to understand their own emotions let alone another child's/person feelings and expectations. Some older children can understand others basic feelings and understand the consequence of their actions on others. Staff MUST think about developmental levels of children when dealing with any challenging behaviour.

Our 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.

The named setting behaviour coordinator:

- We have a named person who has responsibility for our programme of personal, social and emotional development (PSED) in partnership with the setting manager, including issues concerning behaviour. This includes reflective practice and in-house CPD at staff team meetings. **Janet Duffield is Tickton Pre-school's and Play Pals behaviour co-ordinator.**

We require the named person to:

- Keep her/himself up-to-date with legislation, research and thinking regarding promoting positive behaviour and how to support children's behaviour, looking at where we may require additional support and intervention.
- To implement behaviour plans as appropriate. To work in partnership with key staff and parents throughout.

Tickton Pre-school and Play Pals Managing Behaviour Policy and Anti-Bullying Policy.

- We require the pre-school behaviour co-ordinator and play pals co-ordinator/staff to work together to ensure smooth and coherent practice between the out of school club (wrap around care) and the pre-school.
- The named person must have access to relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development; and check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff training.
- The named person must discuss and inspire other practitioners with new ideas and the implementation of any planning with links to behaviour.

Procedures

- We require that all staff, volunteers and students are positive role models, modelling the behaviour expected by all treating children, parents and one another with friendliness, care and courtesy.
- Practitioners need to be aware that it can be appropriate to let children manage their own behaviour and sort their own differences together - before stepping in. Practitioners must use their skills to monitor situations from a distance before offering support.
- We require that all staff, volunteers and students recognise and value the individuality of all children. We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- We require that all staff, volunteers and students encourage and support children to participate in a wide range of group and social activities to enable them to develop their social and interaction skills.
- We require that the setting manager and PSED coordinator familiarises all new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour during induction.
- We require that all staff, volunteers and students work in partnership with children's parents and carers by communicating openly and actively listening. Children's key workers must ensure parents are regularly informed about their children's behaviour. Staff must work with parents/carers to address any recurring challenging behaviour, using observation records and assessments effectively to help understand the cause and triggers of the behaviour, and to decide jointly how to respond appropriately in

partnership. Behaviour plans must be implemented effectively as required in partnership with the PSED co-ordinator and setting manager.

- We require that all staff, volunteers and students encourage 'consideration for ourselves' and 'consideration for each other, our surroundings and property, modelling this positive behaviour. We praise children, staff and parents and acknowledge their positive actions and attitudes, ensuring that children see that we value and respect them.
- We require that all staff, volunteers and students promote non-violence and encourage children to deal with conflict and disagreement peacefully. Practitioners must model the language and physical action of sharing, of helping others, of explaining how we feel to others, of caring and how to express our needs and wants through non-aggressive communication and/or actions. Practitioners must help support children by showing them how to solve conflict as needed. De-escalation techniques and strategies are used to support children
- Every child must have a key-person, enabling staff to build and model strong and positive relationships with individual children and their families.
- In the case of any negative behaviour, it will always be made clear to the child or children that it is the behaviour that is disadvantageous and **not** the child or children.
- Tickton Pre-school and Play Pals **never** advocates any form of physical or corporal punishment. Smacking, shouting, grabbing or shaking is **never** permitted by any staff member, visitor or student. Positive behaviour is modelled and promoted consistently, and effective de-escalation techniques and strategies are used to support children (these are uniquely adapted and planned for individual children as required).
- Children are **never** threatened with any physical punishment, this is against the law. Staff are aware of the 'Use of reasonable force in schools July 2013 (DfE)'. Any physical intervention would only be appropriate in extreme incidents involving dangerous behaviour and/or if harm was being caused to others. We use physical restraint, such as careful holding **only** to prevent physical injury to other children or adults and/or serious damage to property or to the child themselves. Any such incidents are recorded appropriately using an incident form and added to a child's behaviour plan as required. Details must include what happened, what action was taken, why and by whom, dates, times and the names of witnesses. Any such incidents must be brought to the attention of the setting manager. The record is stored in the child's confidential personal file. This must always be shared and discussed with parents/carers on the same day.

- **Children will never be singled out or humiliated in any way.** Staff must not 'shout out' at children. Louder voices must only be used in incidents of danger and/or danger to others. Staff must never use body language to control children.

How behaviour is handled will depend on the child's age and stages/level of development. Discussions with children will take place respecting their level of understanding, development and maturity. Through positive partnership with parents/carers and the use of observations/assessments practitioners will make every effort to identify any behavioural concerns and the cause/triggers of the behaviour. From these observations and discussions an individual behaviour plan will be implanted as required.

If a child requires help to develop positive behaviour, every effort will be made to provide for their needs and a behaviour plan will be implemented. Parents will be asked to meet with the key person and/or the setting manager to discuss their child's needs and behaviour so an effective plan can be implemented both for the setting and at home. If there are any difficulties, Tickton Pre-school will work in partnership to plan and resolve these with additional agencies, for example; education psychologists and/or behaviour specialists as required.

Common behaviours that young children use to express feelings of frustration and fear include; tantrums, biting and/or sometimes pushing/inching/fighting. Practitioners must be calm and patient, offering comfort to intense emotions, think about what is triggering this behaviour, help and support children to manage their feelings, talking about it and supporting young children to resolve issues, promoting understanding (use appropriate language).

If tantrums, biting or fighting are regular and frequent, practitioners must engage with parents to find out any underlying causes/trigger – this could be due to change or upheaval at home, or frequent change of carers and limited boundaries. **Positive, supportive relationships with parents/carers are essential.**

Settling in to a new setting/ environment can be very stressful for young children, this may result in 'separation anxiety'. An intensive and supportive 'settling in period' for children is essential. Key workers **MUST** plan, in partnership with parents, this level of intensive support and help reassure their key children at all times.

Praise for positive behaviour must be widely used within our setting. Staff must use cohort group times to talk to children about 'kind actions' and positive behaviour – perhaps asking the children to talk about someone who has been kind to them that day.

Staff must interject sensitively when children have disagreements (stepping back as appropriate) – allowing them the opportunity and time to problem solve and come to joint resolutions without the need for adult intervention each time.

Strategies to support children who who display negative behaviour.

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour. Practitioners must help 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 their feelings,
 - an explanation as to what was not acceptable
 - support to gain control of their feelings so that they can learn a more appropriate response (this could include calm breathing or squeezing a stress toys/ or bean bag).
- We ensure that our pre-school environment and adult led activities are resourced appropriately and enough activities are available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns. Consider using sand timers to help with the process and concept of sharing items/toys/resources.
- **We actively listen to children and praise children for having a go.** Support each child to developing self-esteem (EFYS), celebrate their ideas, praise their confidence and develop feelings of competence through positive encouragement and communication. **PRAISE PRAISE PRAISE** for positive behaviour – celebrate what is expected. Avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- Support each child and family to develop a sense of belonging in our pre-school group, so that children feel valued and welcome.
- Never use techniques intended to 'single out' and humiliate individual children, for example; shouting out their name at group times if they are not doing what has been asked of them. Speak to the child in a calm way and explain what is being asked. When a child is displaying challenging behaviour, it can be difficult to ignore, however focusing on the positive things a child does can help change their thinking. Children often misbehave for attention, even if this attention is negative. Using positive reinforcement such as stickers can support a child to gain attention for doing something right, whilst the unwanted behavior gains no recognition.

- Practitioners must always consider children's sessions and session times, for example; children who have been in pre-school all week may be very tired by Friday's session and therefore find behaviour difficult to manage.

Dealing with challenging behaviour: -

- **Approach with openness in a calm manner.**
- **Take a calming breath before dealing with any negative behaviour**
- **Take children seriously and listen to what each child wants to say, don't prejudge the situation. Look at things from each child's perspective.**
- **Have open dialogue and talk to all concerned (use age appropriate language).**
- **Discuss having a minuet together to all calm down**
- **Support each other as a team**
- **Encourage through communication children to resolve their own disputes (with support of adult)**
- **Encourage older children to walk away from situations when provoked, asking if they need any time out to calm down**

Rough and tumble play and fantasy aggression.

Young children often engage in play that can have aggressive themes – such as superhero and weapon play; some children can appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may become challenging at times as some young children can become ‘lost in the moment’ and may need support in how they ‘pretend’, the actions they use, and the language they use to express their character. Children can use props and toys within their pretend play during these times – don’t let this play become secretive or ‘underground’. **Adult monitoring is sometimes required at these times.** At Tickton Pre-school this usually happens at the bottom of the hall in larger free running spaces, staff may need to tactfully position themselves to support play without taking over.

At Tickton Pre-school we recognise that rough and tumble play is ‘normal developmental play’ for some young children and acceptable within limits (where play doesn’t become overly aggressive or physical – causing harm to other children or mental upset). We regard these kinds of play as pro-social and not as problematic or aggressive.

Where required practitioners will help children develop strategies to safely engage in this kind of play, rules agreed with children - using simple clear language and communication that can be understood by all. Provide ideas about acceptable behavioural boundaries and encourage children to add their own ideas.

We recognise that fantasy play can contain many violently dramatic strategies (blowing up, shooting, fighting etc.), and that themes often refer to ‘goodies and baddies’ - such play offers opportunities to explore concepts of right and wrong. Practitioners should aim to ‘tune into’ the content of the play, perhaps to suggest alternative positive actions and strategies for heroes and heroines (saving / protecting / rescuing). Make the most of ‘teachable moments’ to encourage empathy and lateral thinking, to explore alternative scenarios and strategies 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 or adult, especially if their emotions are ‘running high’ at the time. 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 as this concept is difficult to grasp.

- We respect that sometimes children need space and time to calm down before conversations regarding how they are feeling, and the feelings of others can commence. Practitioner must learn to recognise the needs of their key children during such times.
- Focus on the positives
Younger children can be very egocentric. When a child is displaying challenging behavior it can be difficult to ignore, however focusing on the positive things a child does can help change their thinking. Children often misbehave for attention, even if this attention is negative. Using positive reinforcement such as stickers can support a child to gain attention for doing something right, whilst the unwanted behaviour gains no recognition.
- We recognise that sometimes young children can behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them, or the skills required to share. Practitioners must calmly help and support children to manage these feelings, modelling expectations. Support must be given to all children involved.
- Practitioners **must NOT** model aggressive/loud language, intense aggressive body language or shout across the class room – this only reinforces the behaviour we do not want children to display and can intimidate others.

- Practitioners **must NOT** engage in punitive responses or sarcastic to a child's rage.
- Practitioners **must NOT** discuss a child negatively where a child can hear the conversation – this could potentially reinforce or reaffirm negative behaviour and effect self-confidence and self-image.
- Key workers are expected to manage all incidents of behaviour in a calm professional manner and ask for the support of a colleague as required. Practitioners must understand that self-management of intense emotions, especially that of anger can be extremely challenging, children are still learning these skills, and this continues to develop as the brain's neurological systems grows - enabling these physiological processes to take place when triggers activate responses of anger or fear.

REMEMBER - Children's brains are still growing – staff must therefore help this process by offering **calm** support, calming the child who is angry - through clam communication, helping them to breath, showing them that you understand how they feel (very angry). Do this alongside supporting a child who may have been hurt by the changeling and/or aggressive behaviour. Help young children to see and understand how others may be feeling as appropriate (remember to simplify language). Never force a response from a child. Allow for thinking and reflective time and for children to take ideas on board.

- Practitioners should regularly use the language of emotions and explore this at cohort group times (using PSED resources) and during sessions. Practitioners should recognise that young children require help in understanding the range of feelings they experience. Practitioners should help children recognise their feelings by naming them, help children to express them and make a connection verbally between the event and the feeling "Did it make you feel angry?", "Did it make you feel happy?", "Did it make you feel sacred?"
- Older children may be able to verbalise and express their feelings, talking through themselves the feelings that motivated the behaviour – Practitioners must actively listen to children and allow them time to discuss their actions and behaviour and the feelings that caused any potential upset. Never shout children down. Encourage all children to communicate calmly.
- Practitioners must support children to empathise with others, to understand that they have feelings too and that their actions can impact on others. This should be done through age appropriate language and modelling.

Managing Behaviour Policy and Anti-bullying policy.

- Practitioners must help young children develop pro-social behaviour, such as resolving conflict over 'who has the toy' themselves, without jumping in immediately - enabling children to problem solve with the support of a non-judgemental, caring adult practitioner. This is a skill that needs to be developed and becomes a learning opportunity.

Practitioners must be aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both biological maturation and cognitive development to take place, children will need **repeated experiences** with problem solving, supported by **patient adults**.

- Puppets, stories and sand timers.
Social skills and behaviour can be supported using puppets and stories to re-enact and reinforce positive ideas. Sand timers can be a great way to support children in sharing tasks. Watching the sand fall can be relaxing and help some children calm down.
- Helper Jobs: Offering children an incentive can eliminate unwanted behaviour. Being a 'helper' can give children something to aim for whilst giving them some responsibility. Helper jobs can include being the line leader or collecting the cups after snack. Children enjoy feeling important and valued, and this can help rectify the unwanted behavior.
- Do not force children to say sorry but encourage this where they are genuinely sorry and wish to show this to the person they have hurt. Explain to children what 'sorry' means and how the other child may be feeling and why (keep language simple and developmentally appropriate). Do not attempt to talk over the incident until both children are calm and can take on board the information given. Help children to understand the effect that their hurtful behaviour has had on another child/adult (keep language simple and developmentally appropriate).
- Practitioners must be aware of children's centres and the resources/support they can offer to families. Practitioners must understand that they can refer to the children's centre as appropriate.

Reasons children can engage in excessive challenging behaviour:

- Children do not feel securely attached to someone who can interpret and meet their needs – this may be in the home or setting.
- Parent/carers or practitioners do not have the skills to respond appropriately, and consequently negative patterns develop where hurtful and challenging behaviour is the only response a child has to express feelings of anger, frustration and stress.
- The child may have insufficient language/communication skills to express him/herself and may feel frustrated.
- A child may be exposed to high levels of aggressive behaviour at home and may be at risk emotionally or may be experiencing child abuse. **Any changes in a child's behaviour MUST be reported to the setting manager and recorded appropriately (follow all setting safeguarding and child protection policy).**
- Children may have a developmental/cognitive condition or ASD that affects how they behave. Practitioners must be alert to these key indicators through observation and partnership with parents, including;
 - Easily getting annoyed or nervous,
 - Extreme anxiety,
 - Hyperactively,
 - Often appearing angry,
 - Putting blame on others and refusing to follow rules or questioning authority,
 - Arguing and throwing temper tantrums,
 - Having difficulty in handling frustration.
- We use the SEND Code of Practice to support children who engage in excessive challenging behaviour, making the appropriate referrals to behaviour support teams/ Educational psychologists where necessary in close partnership with parents.
- **It is vital that Tickton Pre-school and Play Pals staff work in partnership with parents at all times when managing the behaviour of individual children and in the making of any referrals.**

Behaviour plans, support plans and home support will be implemented in partnership with parents, setting behaviour coordinator, setting SENCO and area SENCO.

Bullying.

Play Pals wrap around care:

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 or she is able to plan to carry out a premeditated intent to cause distress to another.

Bullying can occur in children over five years old and over and may become an issue in our after-school club (wrap around care).

Play Pals.

- Older children, who behave inappropriately by physically hurting another child/adult, or through verbal bullying, will be asked to talk through these actions and apologies where appropriate. It is vital to offer support and comfort to the child who has been upset. Any concerns or issues will be discussed with parents. All involved must be given time to talk over their actions and concerns. Do not shout children down or belittle children in any situation.
- It is important to acknowledge when a child is feeling angry or upset and that it is the behaviour that is unwanted and **never** the child.
- Never model the unwanted behaviour, including aggression, shouting and intimidation.
- 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. Any concerns or issues will be discussed with parents.
- We respect that children may need their own space and time to calm down and that conversation is pointless when in an angry/upset state. Practitioners should provide areas where children feel safe to calm down and relax if needed.

Managing Behaviour Policy and Anti-bullying policy.

- We offer reassurance to the child or children who have been bullied. Practitioners show child/ren who have been bullied that we are able to actively listen to their concerns and act upon them appropriately, through calm communication and sensitive information sharing. We intervene to stop the child who is bullying from harming the other child or children working in partnership with schools and parents as appropriate.
- Follow all setting safeguarding and child protection policies.
- We calmly explain to child/ren who are taking part in bullying behaviour why her/his behaviour is not acceptable. We help the child recognise the impact of their actions. We do not label children as 'bullies'.
- Practitioners must offer regular positive feedback for considerate behaviour.
- We recognise that children who display bullying behaviour may be experiencing bullying themselves or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others. Follow all setting safeguarding and child protection policies.
- We recognise that children who bully 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 can be just as hurtful to the bullied child as the original behaviour.
- A plan for handling a child's behaviour may need to be implemented in partnership with parents and setting SENCO.
- **Physical punishment is never used.**