



**For the benefit of this policy Laira Green Trust – which is the governing body of Greenshoots Pre-school and Wraparound care is hereafter referred to as Greenshoots**

## **Positive Behaviour Management Policy**

### **Policy statement**

Our setting 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.

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 the programme for promoting personal, social and emotional development.

Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. The setting actively promotes British values and praises positive, caring and polite behaviour at all times and provides an environment where children learn to respect themselves, other people and their surroundings.

### **Procedures**

We aim to:

- Recognise the individuality of all our children and that some behaviours are normal in young children.
- Encourage self-discipline, consideration for each other, our surroundings and property.
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills.
- Ensure that all staff, volunteers and students provide a positive role model for behaviour by treating children, parents and one another with friendliness, care and courtesy.
- Encourage parents and other visitors to be positive role models and inform staff members about any poor behaviour they see, so that it can be addressed.
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them.
- Promote non-violence and encourage children to deal with conflict peacefully.
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families.

- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate.
- Supporting and developing self-regulation and empathy as appropriate to stage of development.
- 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.
- Ensure new staff and volunteers are familiar with the setting's positive behaviour policy and its guidelines for behaviour.
- Ensure all members of our setting - children, parents, staff, volunteers and students - keep to the guidelines, requiring these to be applied consistently.
- Work in partnership with children's parents by communicating openly. 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.
- Have a named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

**Greenshoots Preschool's named persons are : Natalie Landricombe and Kerry Whitehead**

- We require the named persons to:
  - keep themselves 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 ;
  - advise and support other staff with behaviour issues;
  - attend relevant training and cascade key messages to the other staff on promoting positive behaviour. We keep a record of staff attendance at training.

**Strategies for promoting positive behaviour**

- We introduce reward schemes which recognise and promote positive behaviour, such as reward charts with 10 steps with a certificate being awarded for reaching the top successfully.
- We have a set of 'Golden Rules' in the setting which we promote and encourage the children to abide by.
- We ensure that there are enough popular toys and resources and sufficient activities available so that 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 group, so that they feel valued and welcome.
- We support children in developing non-aggressive strategies to enable them to express their feelings.

- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.

### **The best approach for encouraging positive behaviour:**

- Clear and firm boundaries.
- A recognition that children will test boundaries as a normal part of childhood.
- Clear strategies for responding to behaviour.
- Consistency throughout the setting.
- Recognition that it is normal and healthy for children to make mistakes and misbehave, but that is within limits.
- Recognition that children should be helped to experience achievement and understand that there is an alternative to poor behaviour.
- Recognition that there is more to the child than the problems they present.
- Recognition that there is always a solution.

### **Important points to consider about communicating clearly and effectively:**

- Keep your commands short and clear.
- Do not start a discussion with the child about your commands, this will lead to the original command being forgotten.
- Have eye contact with the child so that you know they are listening to you.
- Remember to ignore arguments and protests about your commands as giving attention to these may actually reinforce non-compliance.
- Commands should detail the specific behaviour that you want to see.
- Commands should be stated positively, calmly and with respect.
- Try to give 'do' commands e.g. "Put the toys away please." rather than 'stop' commands e.g. "Stop running."
- When possible always try to include a warning beforehand to prepare the child..
- All children need time to respond to commands.
- Avoid using unnecessary or repetitive commands.
- Remember to praise when a child complies and act when they don't.

### **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.
- 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 send children out of the room by themselves, nor do we use a 'naughty chair' strategy that excludes children from the group. We use a form of 'time out' strategy to combat unwanted behaviour and to give the child concerned time to calm down or reflect on what has happened. The accompanying practitioner would

talk to the child in simple terms about their behaviour and why they were asked to sit out for a short period of time.

- If this 'time out' strategy is not effective then we would use alternative techniques, such as calming time, special time with an adult or distraction techniques for example a calming basket.
- 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 / intervention, such as holding, only to prevent physical injury to the child / other 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 named persons and are recorded on an incident form. The child's parent is informed on the same day and is asked to sign the incident form for our records.
- 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.
- In any case of misbehaviour, we always make it clear to the child or the children in question, that it is the behaviour and not the child that is unwelcome.
- We decide how to handle a particular type of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he / she has done. All staff support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate.
- If a child swears in the setting, as this learnt behaviour the child will not be told off, but will be reminded that the word/s they are using are not nice and that we don't use those words in the setting.
- We help staff to reflect on their own responses towards challenging behaviours to ensure that their reactions are appropriate
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with inappropriate behaviour in preschool at the time. We may ask parents / carers to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between their home and the preschool. In some cases we may request additional advice and support from other professionals.
- We support children in developing non-aggressive strategies to enable them to express their feelings.
- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs.
- Through partnership with parents / carers and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour plan where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The named persons for behaviour management will complete risk assessments identifying any potential triggers or warning signs ensuring other children's and staff's safety at all times. In these instances we may remove a child from an area until they have calmed down.

## **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.
- We recognise that babies and 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.
- 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, their key person, is building a strong relationship to provide security to the child.

## **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 behavioural 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 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, 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 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 to calm them through holding and cuddling. Verbal children will 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. "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? Did it make you feel angry? Is that why you hit him?" 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 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 pro-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:
  - o 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 be in the setting;
  - o their parent, or carer in the setting, does 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;
  - o the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;

- o the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
- o the child has a developmental condition that affects how they behave.
- Where identifying the cause of behaviour and finding solutions has been unsuccessful, we use the Code of Practice and our SEND Policy to support the child and family, making the appropriate referrals to the Plymouth Children's Gateway Service where necessary.

### **How challenging behaviour will be recorded**

- We keep confidential records on any inappropriate behaviour that has taken place on an 'Incident Form'.
- All instances of physical intervention are recorded and shared with parents / carers in the same day.

### **Monitoring and recording behaviour concerns**

- If a staff member has a concern about a child's behaviour they can raise this at any time with the named people for behaviour management.
- The named persons and / or child's key person for behaviour management will undertake observations of the child to gain further information about the behaviour concerns and causes of this behaviour.
- The named persons for behaviour management will monitor Incident forms related to behaviour regularly to identify triggers, patterns or trends, as well as any support that may be needed for the child.
- Staff members record any concerns they may have about a child's behaviour, such as if the child behaved in a way which was out of character in the 'Behaviour Log Book'. This book would be used for instances of behaviour that didn't warrant being recorded on an Incident Form.
- The named people for behaviour management will monitor entries in the 'Behaviour Log Book' to identify triggers, patterns and trends, as well as any support that may be needed for the child.

### **Sharing information with parents / carers**

- We inform parents / carers of any inappropriate behaviour that has taken place and ask them to read and sign any incidents forms concerning their child on the day they took place.
- All instances of physical intervention are recorded and shared with parents / carers in the same day.
- We may ask parents / carers to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between their home and the preschool.
- We will ask parents / carers for their consent to share information with other agencies and before making any referrals for additional support.
- We will keep parents / carers updated on the child's progress regularly.

### **How the setting will work together to agree on strategies to use**

- The staff team will discuss the individual child's needs and between them come up with strategies to manage the child's behaviour.

- The named people for behaviour management will record the agreed strategies on an Individual Education or Behaviour Plan and this will be shared with the staff team and parents / carers to ensure consistency of approach.
- We will make targets 'SMART' to support the child and their behaviour to improve.
- The named people for behaviour management will seek advice from other professionals if needed.

### **Review of strategies**

- Strategies will be reviewed as often as necessary in accordance with the needs of the child.
- If a staff member thinks the agreed strategies are not working they will raise this with the named people for behaviour management, so that they can be reviewed and new strategies introduced.
- If a staff member identifies a particular strategy is really working to improve the child's behaviour, then this will be reinforced and flagged to all members of the staff team to ensure consistency.
- Individual Education or Behaviour Plans will be reviewed by the staff team at least once every term.

### **Working with other agencies**

- As described above in the 'Hurtful Behaviour' section, we use the Code of Practice to support the child and family by making appropriate referrals to the Plymouth Children's Gateway Service where necessary.
- We await a response from the Plymouth Children's Gateway Service to see what advice and support they can offer the child and their family, as well as the setting.
- If the Plymouth Children's Gateway Service allocates other professionals to work with the child then we will accommodate them visiting the child in the setting and will act on their suggestions for strategies to use with the child to support improvement in their behaviour.
- We may complete an Early Help Assessment for the child and their family, where the professionals involved can all meet together to come up with targets to provide support.

### **Exclusion due to Behaviour Issues**

- As a provision we would consider the exclusion of a child due to behaviour issues, but only as a last resort.
- We will have clear and specific information recorded, which will state what measures have been taken and what support has been requested, before exclusion will be considered.
- Exclusions would only be considered in extreme circumstances and after all avenues as outlined in this policy have been exhausted.
- Advice on exclusions would be sought from the Early Years Service before final decisions are made.
- Our board of trustees will also be consulted and will make the final decision of whether a child will be excluded.

### **Bullying (Refer to Anti-Bullying Policy)**

- 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 in another.
- Bullying 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 bullies another child or children:
  - o we show the children who have been bullied that we are able to listen to their concerns and act upon them
  - o we intervene to stop the child who is bullying from harming the other child or children;
  - o we explain to the child doing the bullying why her/his behaviour is not acceptable; we give reassurance to the child or children who have been bullied;
  - o we help the child who has done the bullying to recognise the impact of their actions;
  - o we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practice and reflect on considerate behaviour;
  - o we do not label children who bully as 'bullies';
  - o we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
  - o 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 are just as hurtful to the bullied child as the original behaviour;
  - o we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
  - o we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

This policy was adopted on: \_\_\_\_\_

Signed on behalf of **Laira GreenTrust - Greenshoots Pre-school and Wraparound Care**

Chairperson, **Laira Green Trust:**

**Greenshoots Strategy and Support Manager:**