

Behaviour Management

Statement of intent

At New Beginnings, we understand that behaviour is a form of communication. Through our understanding of the child's developmental stage and personal, social and emotional needs, we are able to provide the right support to ensure all children are given the opportunity to flourish.

Aim

Our aim is to equip children with the skills to behave in a socially acceptable manner, with an understanding of the needs and right of others. We aim to manage children's behaviour in a way that understands specific needs and stage of development. The principles guiding our understanding of behaviour management are drawn from the Early Years Foundation Stage, (May 2008); a unique child, positive relationships, enabling environments and learning and development.

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 require the named person to:
 - keep her/himself 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 ; and to
 - Check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this 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 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, staff, volunteers and students - to keep to the techniques and guidance set out within our policy, requiring these to be applied consistently.
- We work in partnership with children's parents, offering an open door policy. 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.

- Physical intervention is only taken for purposes to prevent immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. Any Physical intervention is recorded in our physical intervention log, signed, witnessed by staff and management and signed by parents/ carers.

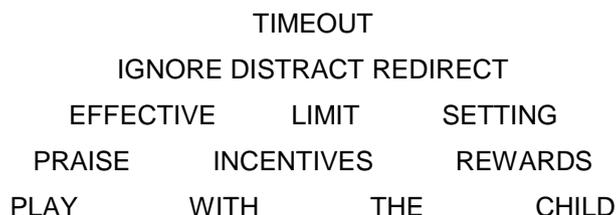
Strategies with children who engage in inconsiderate behaviour

We require all staff, volunteers and students to use positive behaviour strategies for handling any inconsiderate behaviour, by helping 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.

The Behaviour Management Pyramid

As behaviour is a form of communication, inappropriate behaviour can often be a call for attention. By giving the attention in a constructive and positive way we believe we can prevent this behaviour from escalating.

The Behaviour Management Pyramid



The pyramid above shows the different stages of behaviour management that we operate within New Beginnings.

Play with the child.

This is the most important element of the pyramid, remove a block from this section and the whole pyramid will crumble. By joining in with play alongside the child, he/she is being given attention and therefore has no reason to seek it in an inappropriate manner. However, the way we play is also important. We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.

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.

All staff have received training on the most effective way to support children's play and how to use this to support positive behaviour.

Praise Incentives and Rewards.

At New Beginnings, we believe that children should be rewarded for positive behaviour. By doing so we are demonstrating to all children the sort of behaviours that are acceptable. We acknowledge considerate behaviour such as kindness and willingness to share and actively encourage this.

Children are regularly given positive reinforcement for positive behaviour through targeted and specific verbal praise, stickers and certificates such as Our Star of the Day. These reinforcements support and embed desired behaviours by recognising the positive atmosphere they create. Our aim is support each child in developing self-esteem, confidence and feelings of competence.

Effective Limit Setting.

Children seek boundaries in order to understand what is acceptable. At New Beginnings, we work with the child to understand and accept necessary limits. This is only possible through clear communication, not through shouting or aggression.

Staff use effective strategies, such as calm explanations to ensure children understand where these boundaries lie and why they are in place. 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.

Ignore Distract Redirect.

This technique aims to draw children's attention away from the situation and engage them in a more constructive activity. At New Beginnings, we avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour. By ignoring the behaviour (but not the child) we demonstrate to children that it will not be rewarded. However, as soon as the child is engaged in positive play, praise is given to reinforce the change in behaviour.

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.

Time Out.

Our Time Out procedure is only used when absolutely necessary, when the child requires a reflection period. The child is taken to a calm and neutral area where the inappropriate behaviour is identified. We do not use techniques intended to single out and humiliate individual children.

We never use physical punishment, such as smacking or shaking. Children are never threatened with these. We use physical restraint, such as holding, only to prevent physical injury to the child or other children. All such incidents are logged in our incident book (what happened, what action was taken and by whom, and the names of witnesses) by the setting leader and shared with parents on the same day.

As soon as the child is more relaxed they are taken to back to play with their friends. Praise is given to the child as soon as positive behaviour is shown.

This approach to Behaviour Management ensures all children to given high expectations for behaviour and rewarded when they demonstrate this. All staff have

received the same training on behaviour management resulting in consistency throughout our nursery.

Children under three years

When children under three behave in inconsiderate ways, common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. We recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.

We acknowledge 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. Staff offer ways to talk about these feelings and give them a name through creative role play, use of puppets and stories. Staff are calm and patient, offering comfort to ease intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

Rough and tumble play and fantasy aggression

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. New Beginnings staff 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.

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 discussed.

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.

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 knowledge 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. It is our job to 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.

When a child reacts in a hurtful way towards others due to anger, we do not respond through punishment as this is likely to exacerbate the situation. Instead we help the child to understand the range of feelings being experienced by verbally explaining the situation, explaining how it made them feel then naming that feeling.

We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. We never force a child to say sorry, but encourage this where remorse is clear and genuine. This ensures the child understands the feeling and is not reacting for a positive outcome from an adult.

We then support our children to explore different ways to resolve the conflict.

This process is likely to reoccur as children incorporate the steps into their schemas. 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.

Our way of responding to pre-verbal children is to calm them through 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.

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 be in the setting;
- 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;
- the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse; and
- the child has a developmental condition that affects how they behave.
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

Anti-bullying

Children need their own time and space. It is not always appropriate to expect a child to share and it is important to acknowledge children's feelings and to help them understand how others might be feeling.

Children must be encouraged to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened.

Any form of bullying is unacceptable and will be dealt with immediately. At our nursery, staff follow the procedure below to enable them to deal with challenging behaviour:

- Staff are encouraged to ensure that all children feel safe, happy and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
- Children need to be helped to understand that using aggression to get things is inappropriate and they will be encouraged to resolve problems in other ways
- Our staff are encouraged to adopt a policy of intervention when they think a child is being bullied, however mild or harmless it may seem
- Staff are ready to initiate games and activities with children, when they feel play has become aggressive, both indoors or out
- Any instance of bullying will be discussed fully with the parents of all involved, to look for a consistent resolution to the behaviour
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the nursery
- All concerns will be treated in the strictest confidence.

Our Behaviour support officer is Margaret Wilkie

| This policy was adopted on | Signed on behalf of the nursery | Date for review |
|-----------------------------------|--|------------------------|
| <i>January 2017</i> | <i>Ruth Oseme</i> | <i>January 2018</i> |