



Safeguarding and Welfare Requirement: Managing behaviour

Providers must have and implement a behaviour management policy and procedures

7.1 Achieving positive behaviour

Policy statement

Hawkesbury Preschool 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, 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 of personal, social and emotional development, upholding British values, including encouraging children to say sorry, please and thank you.

Children are encouraged to be assertive when they say “no”

The designated person responsible for co-ordinating our Positive Behaviour

Procedure is the **Preschool Manager, Louisa Tooker, however all staff are responsible for supporting children’s** personal, social and emotional development and working together to deal with inappropriate behaviour in-line with this policy

Hurtful behaviour

Hurtful behaviour can be both physical and verbal and 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. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

Bullying

Bullying involves the persistent physical and/or verbal abuse. It is characterised by intent to hurt, often planned. Usually bullying occurs in children over 5 years of age, when the child who is bullying has reached a stage of cognitive development and he or she is able to plan to carry out a premeditated intent to cause distress to another.

However, if we feel a child has reached this cognitive stage we refer to our **Anti-Bullying Policy (7.2)**

Rough and tumble play and fantasy aggression

Young children often engage in fantasy play that has aggressive themes that contain many violently dramatic strategies, e.g. blowing up and shooting often refer to 'goodies and baddies'. 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 unacceptable at times and may need addressing, however in most instances we will endeavour to turn this play into a positive experience looking at the positive sides of superheroes and explore the concepts of right and wrong.

Our behaviour management guidelines

We do not engage in punitive responses to a child's rage as this will have the opposite effect. We ensure that the emotions and feelings of all children involved in an incident are recognised and dealt with.

Adults act as positive role models and positive behaviour is praised (**positive reinforcement**) this minimises inappropriate behaviour and promotes the development of self-confidence and self-esteem.

When inappropriate behaviour is displayed we follow these guidelines:

- We ensure that the angry child or the child who has displayed hurtful behaviour, and other children are safe, and the angry child or the child who has displayed hurtful behaviour is given time to calm down, this may be through 'thinking time'
- **'Thinking time'** is appropriate to the child's age/or ability, usually 1 minute per year of life. They remain within the room, unless the incident occurs outside and then they may be brought inside with an adult or may have thinking time outside (dependant on staff/child ratios)
- **Restorative Justice:** the harmed child is encouraged to tell the child who has harmed them how they feel.
- We encourage children to say sorry or acknowledge that their behaviour (not them personally) has caused harm to another child
- Children are encouraged (with adult support if necessary) to resolve conflicts

Serious incidents of hurtful behaviour are recorded and parents of all parties involved are informed.

If a child frequently displays hurtful behaviour the parent/s will be asked in for a meeting to discuss any possible underlying cause and if necessary, together a behaviour plan will be developed.

Physical restraint

Physical restraint is only appropriate to prevent children:

- Injuring themselves or others
- Causing damage to property

Staff must be aware they have a duty of care to all children in the setting therefore should take reasonable action to ensure children's safety and well-being. Staff are however not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention or place the child at risk of injury also. In some circumstances it may be necessary to seek support from another member of staff before intervening physically.

Physical restraint is a last resort; the following should be carried out in cases where physical restraint is necessary:

- Tell the child what you are doing and why
- Use the minimum force necessary
- Involve another worker if possible
- Tell the child what they should do for you to remove the restraint (you may need to repeat this frequently)
- Use simple and clear language and visual cards if required by the child's needs

Parents are always notified of incidents where physical restraint has been used and the reason why.

Useful links

http://www.ndna.org.uk/NDNA/Stakeholders/Parents_resources/A_parent_s_guide_to_promoting_positive_behaviour.aspx