

## Little Frogs Pre-School

### Behaviour Management Policy

Little Frogs Pre-School 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.

We aim to teach children to behave in a socially acceptable way and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

We believe in creating a positive environment where adults consistently manage and encourage positive behaviour that promotes children's welfare and consistently encourage children to respect themselves and others in a secure, challenging, stimulating and positive environment with clear boundaries and expectations.

This Policy also includes a Code of Conduct for Adults working with Children.

This Policy and the provision's practices will be reviewed periodically and kept up to date in accordance with any changes in legislation.

Policy Approved By: \_\_\_\_\_ Date: \_\_\_\_\_

(On Behalf of the Management Committee of Little Frogs Pre-School)

## **Methods**

Little Frogs Pre School has named personnel who have overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

We require them to:

- Keep 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 guidance for behaviour.

We expect all members of Little Frogs Pre-School - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.

We work in partnership with children's parents. 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.

## **Strategies with children who engage in inconsiderate behaviour.**

1. 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.

2. 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.
3. We acknowledge considerate behaviour such as kindness and willingness to share.
4. We support each child in developing self- esteem, confidence and feelings of competence.
5. We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
6. We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
7. 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 explain that the action is wrong and not the child.
8. We remove the child from the situation but not out of the room by themselves.
9. We never use or threaten the use of physical punishment, such as smacking or shaking.
10. We do not use techniques intended to single out and humiliate individual children.
11. Staff do not use any form of physical intervention unless to prevent physical injury to children or adults and/or serious damage to property.
12. 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 the setting leader and are recorded on an incident record. Parents will be notified the same day.
13. 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.
14. We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.
15. Staff, volunteers and students act as a good role model and setting good examples. (co-adventurer)

### **Children under three years**

When children under three behave in inconsiderate ways we recognize that strategies for supporting them will need to be developmentally appropriate and differ from this for older 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.

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.

### **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 mentioned 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 also 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 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 will tune into 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 that have hurt.

1. 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,
2. We will help them manage these feelings as they have neither the biological nor cognitive means to do this for themselves.
3. We offer support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child 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/her own feelings.
4. We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
5. We respond to pre-verbal children by calming them through holding and 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.

6. We recognise that young children require help understanding the range of feelings experienced. 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.
7. We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.
8. We help young children develop pro-social behaviour, such as resolving conflict over who has the toy.
9. 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.
10. 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.
11. 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.
12. 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 developmental condition that affects how they behave.
  - Where this does not work, we support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

### **Bullying & Peer on Peer Abuse**

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.

If a child bullies another child or children:

1. We show the children who have been bullied that we are able to listen to their concerns and act upon them;
2. We intervene to stop the child who is bullying from harming the other child or children;
3. We explain to the child doing the bullying why their behaviour is not acceptable;
4. We give reassurance to the child or children who have been bullied;
5. We help the child who has done the bullying to recognise the impact of their actions;
6. We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
7. We do not label children who bully as "bullies";
8. 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;
9. 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.
10. 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
11. 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.

### **The Role of Staff and Volunteers**

When working with children and young people at Little Frogs Pre School all staff and volunteers are acting in a position of trust. It is important that staff and volunteers are aware that they may be seen as role model by children and young people and must act in an appropriate manner at all times.

When working with children and young people, it is important to:

- operate within Little Frogs Pre School principles and guidance and any specific procedures
- follow the Little Frogs Pre School Child Protection and Safeguarding Policy and procedures at all times
- listen to and respect the children at all times
- avoid favouritism
- treat children and young people fairly and without prejudice or discrimination
- value and take children's contributions seriously, actively involving children and young people in planning activities wherever possible

- ensure any contact with children and young people is appropriate and relevant to the work of the project
- ensure language is appropriate and not offensive or discriminatory
- follow the e-safety policy and report any breaches
- ensure equipment is used safely and for its intended purpose
- provide examples of good conduct you wish children and young people to follow
- challenge unacceptable behaviour and report all allegations/suspensions of abuse
- ensure that whenever possible, there is more than one adult present during activities with children and young people or, if this isn't possible that you are within sight or hearing of other adults
- be close to where others are working. If a child specifically asks for or needs some private time with you, ensure other staff should know where you and the child are
- respect a young person's right to personal privacy
- encourage young people and adults to feel comfortable and caring enough to point out attitudes or behaviour they do not like
- recognise that special caution is required when you are discussing sensitive issues with children or young people.

You must not:

- patronise or treat children and young people as if they are silly
- allow allegations to go unreported
- develop inappropriate relationships such as contact with children and young people that is not a part of the work of Little Frogs Pre School or agreed with the manager
- conduct a sexual contact with a child or young person. Any such behaviour between an adult member of staff or volunteer and a child or young person using the services of Little Frogs Pre school represents a serious breach if trust on the part of the staff member or volunteer and is not acceptable under any circumstances
- let children and young people have your personal contact details (mobile number or address)
- make sarcastic, insensitive, derogatory or sexually suggestive comments or gestures to or in front of children and young people
- act in a way that can be perceived as threatening or intrusive
- make inappropriate promises to children and young people, particularly in relation to confidentiality
- jump to conclusions about others without checking facts
- either exaggerate or trivialise child abuse issues
- rely on your reputation or that of the organisation to protect you
- take unnecessary risks when common sense, policy or practise suggests a more prudent approach
- adopt an attitude of complacency with regard to your own conduct

## Behaviour for learning

The behaviour for learning (B4L) conceptual framework first developed in 'A systematic review of how theories explain learning behaviour in school contexts'. This led to the development of 'learning behaviours', linking the promotion of learning and managing behaviour. These learning behaviours are at the heart of the B4L framework and their development is directly influenced by social, emotional and cognitive factors. Educators can use this framework to identify learning behaviours they wish to develop in pupils and what influences these behaviours have on the children. Understanding those influences allows educators to develop appropriate strategies to promote positive learning behaviours. It also acknowledges that behaviours have to be learnt and high quality teaching and learning includes B4L.

**The conceptual framework consists of three elements:**

**Relationship with self** involves pupils' concept of their identity, their self-esteem, self-confidence and motivation. In order to develop a child's relationship with self the learning environment created should allow pupils to explore their feelings and emotions. Additionally children's contributions and talents should be valued in order to develop self-esteem.

**Relationship with others** concerns how children interact with family, teachers, other adult and peers. By developing positive relationships it can empower children to work collaboratively, be comfortable sharing opinion and solve problems. Integrating Spiritual, Moral, Social and Cultural (SMSC) learning into the curriculum can ensure there is a focus on social development which in turn will promote positive learning behaviours.

**Relationship with curriculum** involves 'being able and willing to access, process and respond to the information available through the curriculum'. Negative behaviours can arise from not being able to access the curriculum which in turn affects a child's sense of self. Therefore it is important to create a curriculum which has the power to engage children and give them opportunities to develop positive relationships.

**Behaviour Principle's:**

**Aims** The Behaviour for Learning Policy aims to:

- Enable effective teaching and learning.
- Promote positive behaviour.

**Objectives**

- To emphasise the importance of good behaviour and its relationship to learning.

- To provide a framework for the consistent management of all behaviour-related issues.
- To emphasise the value of partnership between parents, children and the pre-school in the achievement of high standards of behaviour within the whole community.
- To encourage every member of Little Frogs Pre-school to show care, courtesy and consideration to other members of the pre-school and to the wider community.

### Principles

The pre-school recognises that effective teaching and learning only take place in an atmosphere where there is a clear understanding of what is and what is not acceptable behaviour.

### We aim to provide an environment that:

- Enables learning for all within our pre-school community
- Ensures respect and empathy for others and acceptance of differences
- Encourages cooperation and collaborative working to give children a feeling of belonging
- Ensures children have self-discipline and take responsibility for their actions
- Ensures **all pupils and all adults** feel safe, valued and cared for

### To achieve this we will:

- Create a positive, calm and purposeful environment
- Provide a curriculum that is relevant, challenging and inspiring
- Ensure all staff have an understanding and acceptance of the needs of all children
- Have a shared understanding of procedures in this policy and apply them consistently
- Ensure that teaching and modelling of personal, social and emotional development is a core element of all lessons and activities, and the whole curriculum

- Effectively communicate with children and parents our high expectations for learning and behaviours
- Work in partnership with multiagencies