



Hambledon Youth Hut
West Street
Hambledon
PO7 4RW
02392 632242
www.hambledonpreschool.co.uk

7.1 Achieving positive behaviour

Policy statement

Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear 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 our programme for promoting personal, social and emotional development.

Procedures

All staff have responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

Georgie Griffin (Manager) is the member of staff designated as the Achieving Positive Behaviour Co-Ordinator.

We require all staff to:

- keep up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it might need additional support.
- Access relevant sources of expertise on promoting positive behaviour within our programme for supporting personal, social and emotional development.
- Show positive role modelling and respond to positive behaviour shown by children in a way that is instant and proportional to behaviours demonstrated.
- When children show unwanted behaviour, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately.

- We may remove a child from the situation to a quiet area or remove other children from an area to talk to the child in a quiet manner or to allow the child to calm in a safe way.
- We never use physical or corporal punishment such as smacking or shaking. Children are never threatened with these.
- We do not use any techniques intended to single out and humiliate individual children.
- We will only use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action taken and by whom and details of witnesses) are brought to the attention of the Manager and are recorded as an incident on Blossom and kept in the child's personal file. If Blossom is not operational, there is an incident form available as a paper copy in the general filing cabinet. Parent(s) must be informed the same day and sign the relevant section on Blossom or paper form.
- In cases of serious unwanted behaviour, 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.
- Staff do not shout or raise our voices in a threatening way to respond to children's unwanted behaviour.

Children under three years

- When children under three years old show unwanted behaviour, we recognise that the strategies for supporting them will need to be developmentally appropriate and differ from those 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 unwanted behaviour of young children includes tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about how to resolve issues and promote understanding.
- When unwanted behaviour continues, we use the Special Educational Needs Codes of Practice (0-25yrs) 2014, setting IEP targets and/or making appropriate referrals to a Behavioural Support Team where necessary.
- If tantrums or fighting are frequent, we try to find an underlying cause, such as a change or upheaval at home, or frequent change of carers. Sometimes a child who has not settled in well and the behaviour may be the result of 'separation anxiety' from main carers.
- 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 and fantasy aggression

Young children often engage in play that has aggressive themes, such as superhero and weapon play. Some children can be pre-occupied with these themes.

- We do not encourage superhero or weapon play and do not have these types of resources in our setting.
- We recognise that rough and tumble play is normal for children and acceptable within safe limits. We regard these kinds of play as social play.
- We develop strategies with the children, and agreed with by the children to support acceptable boundaries in play to ensure children are not hurt.
- We recognise fantasy play may contain violently dramatic strategies such as 'blowing up' 'sinking into the lava' and there may be 'goodies and baddies' but we use these as opportunities to explore the concepts of right and wrong and how we help others.
- We tune in to the content of play, perhaps suggesting alternative approaches to hero 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 years will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time. It is not helpful to label this as 'bullying'. This type of behaviour is usually momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that 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.
- We support children to manage these feelings, as they have neither the biological nor cognitive means to do this for themselves.
- We offer support to the child, calming the child who is angry, as well as the child who has been hurt by the behaviour. By helping the child to return to a normal state, we are supporting 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 anger.
- We respond to pre-verbal children by holding, cuddling, calming and use of known comfort objects. Verbal children can also respond to these approaches but we will also discuss the incident with them at their level of understanding.
- We support children in gaining understanding of feelings by naming them and offering experiences and resources to connect verbally between an event and the associated feeling.

- We support social skills, self-esteem and confidence through modelling behaviour, drama, stories, activities and experiences and by having a close and committed relationship with the children.
- We use positive reinforcement with the children giving them instant and relevant praise or rewards.
- When hurtful behaviour becomes problematic, we work with the parents/cares of the child to identify the cause and find a solution together. We may set an IEP with agreed targets to be used in setting and at home in an agreed time frame. We also may engage support from Behavioural Support when needed.

The main reasons for hurtful behaviour are:

- They may not feel securely attached to someone who can interpret and meet their needs – this may be at home or in setting
- Their parent or carer in the setting does not have the skills in responding appropriately and negative patterns of behaviour are developing as a way of expressing feelings of anger or distress.
- The child may have insufficient language, or English to express themselves and may feel frustrated.
- The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally or experiencing child abuse.
- The child may have a developmental condition that affects how they behave.
- The parent may need support with parenting from support organisations such as Early Help hub.

Bullying (also refer to the Safeguarding Policy)

We take an instance of bullying very seriously. Bullying involves the persistent or verbal abuse of another child or children. It is characterised by the 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 five years 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 children or children:

- We show the children who have been bullied that we are able to listen to their concerns and act upon them
- We intervene to stop the child who is bullying from harming the other child or children.
- We explain to the child doing the bullying why their behaviour is unacceptable.

- We give reassurance to the child or children who have been bullied.
- We help the child who has done the bullying to recognise the impact of their actions.
- We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour.
- We do not label children who bully as 'bullies'.
- We recognise that children who bully may be experiencing bullying themselves or be subject to abuse or other circumstances causing them to express their anger in negative ways towards others.
- We recognise that children who bully are often unable to empathise with others and for this reason we do not insist 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.
- We discuss what has happened with parents of the child who did the bullying and work out a supportive plan to promote positive behaviours.
- We discuss what has happened with parents of the child who has been bullied, explaining that the child who did the bullying is being supported to adopt positive behaviours, we also work with the parents of the child who has been bullied to support their child to feel safe in our setting.

Legal Framework

- The EYFS Statutory Guidance 2014, updated 2021
- Special Educational Needs Code of Practice (0-25yrs) 2014

Other Guidance

[Behaviour Matters | early years alliance \(eyalliance.org.uk\)](https://www.eyalliance.org.uk) 2023