



MARTLESHAM PLAYSCHOOL

A member of the Pre-School Learning Alliance

Registered Charity No. 288268

PLEASE DO NOT REMOVE

SUPPORTING BEHAVIOUR

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them, and children are free to develop their play and learning without fear of being hurt or hindered by anyone else.

We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

In order to achieve this:

- Rules governing the conduct of the group and the behaviour of the children will be discussed and agreed within the Playschool and explained to all newcomers, both children and adults
- All adults in the Playschool will ensure that the rules are applied consistently, so that the children have the security of knowing what to expect and can build up useful habits of behaviour
- All adults will try to provide a positive role model for the children with regard to friendliness, care and courtesy, and to offer strategies for handling any conflict
- Adults in the Playschool will praise and endorse desirable behaviour such as kindness and willingness to share
- We will take positive steps to avoid a situation where children receive adult attention only in return for undesirable behaviour
- 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 work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person or leader. 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.
- Providing activities and games that encourage co-operation and working together
- Physical punishment such as smacking or shaking will never be used or threatened
- Children who display inappropriate behaviour will be given adult support in seeing what was wrong and working towards a better pattern. Where appropriate this might be achieved by a period of "time out" with an adult
- Children will never be sent out of the room by themselves
- Techniques intended to single out and humiliate individual children, such as the "naughty chair" will not be used

- Physical restraint, such as holding, will be used only to prevent physical injury to children or adults and/or serious damage to property. Any significant event of this sort will be recorded and the parent informed the same day
- In cases of serious inappropriate behaviour, such as racial or other abuse, the unacceptability of the behaviour will be made clear immediately by means of explanations rather than personal blame
- In any case of inappropriate behaviour, it will always be made clear that it is the behaviour and not the child that is unwelcome
- Adults will not shout or raise their voices in a threatening way
- Adults in the playschool will make themselves aware of, and respect, a wide range of cultural expectations regarding interactions between people
- Any behaviour problems will be handled according to the child's stage of development, understanding and maturity
- Recurring problems will be tackled by the whole Playschool, in partnership with the child's parents, using objective observation records to establish an understanding of the cause
- Adults will be aware that some kinds of behaviour may arise from a child's special needs

Kinds of behaviours that require positive intervention -

We make a distinction between three kinds of behaviours that require support or intervention in order to achieve the considerate and socially acceptable behaviour that we expect of children according to their age and developmental maturity or whether they have any special educational need. These behaviours are:

- Inconsiderate behaviour – This includes behaviours such as taking toys from another child, not waiting for a turn, pushing, being co-operative, disrupting a game, hitting out against another. They are characterised by developmental immaturity whereby children are not at the stage where they can manage frustration or anger themselves, they may not have the language to express themselves, or may not understand and be able to keep to social rules. These behaviours are seen as mistakes that the child is making on the way to developing socially acceptable ways, particularly of dealing with conflict. We regard the child to be a learner of what is acceptable and in need of support, explanation, encouragement, positive modelling and guidance – just as in learning any other skill.
- 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' even if the behaviour is worryingly aggressive. For most children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt. Some children may engage in hurtful behaviour because they are deeply unhappy and they require support and care. However, hurtful behaviour has an impact for the child at the receiving end which is significant and this is also taken into consideration when responding to incidents of hurtful behaviour.
- Bullying - 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. This is rarely the case for children under five. 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.

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 very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them learn to 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

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.
- Staff offer comfort to both children in a dispute and encourage them to find a solution to their problem.
- 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 praise children for their efforts and achievements in resolving a dispute or learning a social skill such as waiting for their turn.
- 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 the biological and cognitive means to do this for themselves is still underdeveloped in very young children.
- 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 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 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. '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? It made you feel angry, didn't it, and you hit him'.
- 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:
 - 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
 - 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.
- In cases of hurtful 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
- Details (what happened, what action was taken and by whom, and the names of witnesses) of hurtful behaviour incidents that give cause for concern are brought to the attention of our setting leader and are recorded in the child's personal file. The child's parent is informed on the same day.

Bullying

If a child bullies another child or children, we:

- Show the children who have been bullied that we are able to listen to their concerns and act upon them.
- Intervene to stop the child who is bullying from harming the other child or children.
- Explain to the child doing the bullying why her/his behaviour is not acceptable.
- Give reassurance to the child or children who have been bullied.
- Help the child who has done the bullying to recognise the impact of their actions.
- Make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour.
- Do not label children who bully as 'bullies'.
- 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.
- 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.
- 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.
- 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.
- Use the Code of Practice in cases where the above does not work to support the child and family, making the appropriate referrals to a Behaviour Support team where necessary.
- In cases of bullying behaviour, that is racially motivated or focussed towards a child's disability, or gender, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- Details (what happened, what action was taken and by whom, and the names of witnesses) of bullying behaviour incidents that give cause for concern are brought to the attention of our setting leader and are recorded in the child's personal file. The child's parent is informed on the same day.

This policy was adopted at a meeting of	Martlesham Playschool	
Held on (date)		
Signed on behalf of the Management Committee		
Role of signatory (e.g. chairperson etc.)		
This policy was reviewed on		(date)