

## Behaviour Policy

Ashdene preschool believes that children learn and flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

### **EYFS themes and commitments:**

A Unique child	Positive Relationships	Enabling Environments	Learning and development
1.1 Child development 1.2 Inclusive Practice 1.3 keeping safe	2.2 Parents as partners 2.3 Supporting learning	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, Social and emotional development

Children need to learn how to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. To achieve this children require support, encouragement, teaching and being shown the correct example.

We have a named person, **Kate Newman** who has overall responsibility for supporting personal, social and emotional development, including issues involving behaviour.

- The named person must keep up to date on current legislation, research and thinking on promoting positive behaviour.
- Access relevant sources of expertise on promoting positive behaviour.
- Provide in house training on promoting positive behaviour.
- We respect cultural differences when interacting with other people and we ensure that staff are aware of each child's needs.
- We work in partnership with parents. Parents are regularly informed about their child's behaviour by the key person. We work with parents to address recurring inconsiderate behaviour using our observation records and STAR charts to help us understand the cause and to decide jointly how to respond.

### Strategies with children who engage in inconsiderate behaviour

- We expect all members of staff, volunteers and students use positive strategies for handling any inconsiderate behaviour by helping children find solutions in ways which are appropriate for the children's age and stage of development. This might include considering others feelings', explaining what is expected of them and what is not acceptable.
- We acknowledge considerate behaviour such as kindness and willingness to share.

- We support each child in developing self-esteem, confidence and feelings of competence.
- Each child feels valued and welcomed in the group.
- We never use physical punishment
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and /or serious damage to property.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.
- If it is felt necessary a child may be brought in from the outside area or moved to a different area. They will be supervised by the member of staff engaged in a different activity for a short period of time.

### 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 may appear pre-occupied by 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 at times.
- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits.
- We will develop strategies to contain play that are agreed with the children, understood by them, with acceptable behavioural boundaries to ensure that children are not hurt. Children are shown the preschool rules if they do not respond to the boundaries laid down.
- 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 or wrong.
- We aim 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.

### 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 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 they have hurt.

- We understand that children sometimes behave in an hurtful way towards others because they have not yet developed means to manage intense feelings that sometimes overwhelm them.
- We will help them to manage these feelings as they do not have the developmental skills or the cognitive skills to do so themselves.
- Our way of responding is to calm them through holding and cuddling. For older children we will also give an explanation relevant to their age and understanding.
- We help children to empathise with others, understanding that they have feelings too and their actions impact on others feelings. “When you hit Adam, it hurt him and he didn’t like it and it made him cry.”
- 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 relationships with them.
- We help children to understand the effect that their 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. We may use strategies such as traffic lights, shadowing to resolve the behaviour. If this does not work we use the code of practice to support the child and family.

### 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 premeditated intent to cause distress in another.

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;
- 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 her/his behaviour is not acceptable;
- We give reassurance to the child who has been bullied;
- We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practice and reflect on considerate behaviour;

- We do not label children who bully
- 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;
- 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
- 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.