The Nest
CARE & HOLIDAY CLUB

# BEHAVIOUR MANAGEMENT POLICY

## Statement of intent

The Nest believes that children flourish best when their personal, social and emotional needs are met and when there is clear, and developmentally appropriate expectations for their behaviour.

## Aim

We aim to teach children to behave in socially acceptable ways 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.

## Methods

Holly Gabbitas and Jan Shepherd have overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

We require members of staff to:

- keep her/himself 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 guidelines for behaviour.
- We expect all members of our setting - 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 worker. We work with parents to address recurring misbehaviour, 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**

- We require all staff, volunteers and students to use positive strategies for handling any misbehaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions will include a restorative approach, 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.
- 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.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for misbehaviour.
- 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 by taking a restorative approach to the misbehaviour.
- We only use restraint, such as holding, to prevent physical injury to the child, other children or adults and/or serious damage to property. We have staff trained in respectful restraint techniques.
- 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 our Nest Manager and are recorded in the child's personal file. The child's parent is informed on the same day.
- 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 and education rather than personal blame.
- We do not shout or raise our voices in a way to respond to children's misbehaviour.

**Rough and tumble play, hurtful behaviour and bullying**

Our procedure has been updated to provide additional focus on these kinds of inconsiderate behaviours.

**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 above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard to these kinds of play as pro-social and not as problematic or 'aggressive'.
- We have developed 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 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 are able 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 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'. Often, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that 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 they have neither the biological means nor the cognitive means to do this for themselves.
- 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 child's anger as that will have the opposite effect.
- We offer children the opportunity to explain and discuss the incident in accordance with their level of developmental understanding.
- We recognise that 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 you
- 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 X, it hurt him and he didn't like that and it made him cry'.
- We help children develop pro-social behaviour, such as resolving conflict. 'I can see you are feeling better now and X 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 pro-behaviour skills develop. 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 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 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 a developmental condition that affects how they behave.

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**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.

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.

In the event of bullying, victims will be offered the following support:

- Emotional support and reassurance from the school's family support worker
- Reassurance that it was right to report the incident and that appropriate action will be taken
- Liaison with their parents to ensure a continuous dialogue of support
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff
- Advice on aspects of online safety, in the event of cyberbullying, to prevent reoccurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online
- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)

Pupils who have bullied others will be supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents

The progress of both the perpetrator and the victim will be monitored by the Nest team.

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**This policy was adopted at a meeting of the Nest held on 17th October 2006 and will be reviewed annually.**

Signed on behalf of Potton Pre-school_____

Date Signed_____

Date to be reviewed_____

The Nest,, Everton Road, Potton, Bedfordshire, SG19 2PB
Telephone 01767 262807Email: Pottonpreschool@btconnect.com
Registered Charity No. 1027170