

ROCHE PEBBLES

Achieving Positive Behaviour Policy

Safeguarding and Welfare Requirements: Safeguarding and Promoting Children's Welfare

Children's behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs.

Statement of intent

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

Aim

We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment.

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 the programme for promoting personal, social and emotional development.

Procedures

- We have a named person who has overall responsibility for issues concerning behaviour. **(Our named persons being – Jen Hooper & Edward Deacon)**
- We require the named person to:
 - Keep her/himself up-to-date with legislation and research and thinking on handling children's behaviour; and to attend 2 day Behaviour Management training which is updated every 3 – 4 years.
 - Access relevant sources of expertise on handling children's behaviour; where it may require additional support and;
 - Check that all staff have relevant in-service training on handling children's 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 require all staff, volunteers and students to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's ages and stages of development - for example distraction, praise and reward.

- 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 setting, so that they feel valued and welcome.
- We familiarise new staff and volunteers with the setting's behaviour policy and its rules for behaviour.
- We work in partnership with children's parents. Parents are regularly informed of their children's behaviour by their child's key person or a member of staff. We work with parents to address recurring inconsiderate behaviour, using our incident and observations records. To help us understand the cause and to decide jointly how to respond appropriately.
- We expect all members of the setting, children, parents, staff, volunteers and students to keep to the rules, requiring these to be applied consistently.
- A louder than usual tone can be used with a child if the situation warrants this (e.g. if a colleague urgently needs to stop a particular behaviour, like climbing, to keep them safe from injury and dangerous hazards) but a colleague should never shout at a child

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, acknowledgment 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 praise and endorse desirable behaviour such as kindness and willingness to share.
- 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 avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- 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 never send children out of the room by themselves. Other strategies used within the setting include a 'thinking' chair providing the child time to reflect upon their actions. If this action is necessary a member of staff will sit the child for equal minutes of time in relation to their age. The member of staff will listen to the child and discuss a more positive manner of behaviour before the child is allowed to join their peers.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these. Any person attending Pebbles will not tolerate this behaviour.
- We do not use techniques intended to single out and humiliate individual children.
- We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property.

- 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 Manager or Supervisor and are recorded on our confidential incident sheets. A parent is informed on the same day and signs the Incident sheet to indicate that he/she has been informed.
- 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.
- We do not shout or raise our voices in a threatening way to respond to children's behaviour.
- In special cases, where extra help is needed, outside specialist organisations and professionals, such as Health Visitors, Children, Schools & Families, Senco and Scallywags are contacted, for help and advice, with parental permission.
- We work in partnership with parents/carers when dealing with Bereavement, Loss and Critical Incidents and try to understand the child's emotional and physical reactions to such events and how to support them. Reference and advice is taken from a booklet entitled 'Remember Me' which has been jointly produced by Penhaligon's Friends and Cornwall Child and Family Services.

Children under three years

- When children under three years 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 babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them 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 to them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause – such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety.'
- We focus in 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 Play and Fantasy Aggression

Young children often engage in play that has aggressive themes – such as super hero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily precursor to hurtful behaviour or bullying, although it maybe inconsiderate at times and may need addressing using the strategies below:-

- 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 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 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 5 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 5, hurtful behaviour is momentarily, spontaneous and often without knowledge of the feelings of the person of whom they have hurt.

- 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.
- 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 an explanation and discuss the incident with them to their level of understanding.
- We will help them manage these feelings as they have neither the biological means nor cognitive means to do this themselves. We understand that younger children do not understand the implications of their irrational behaviour and therefore we help them to become more aware, by removing them from the situation, discussing the actions of the child, whilst using a 'thinking chair.' We focus on the feelings of the child, talk about the preceding events and how they could react more positively in the future and how it may have affected the other persons feelings. A child is placed on the 'thinking chair' in accordance with their age (for example a 2 year old child will sit for 2 minutes).
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see that you are feeling better now and 'Adam' isn't crying anymore. Let's see if we can be friends and find another car, so that 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' develops. In order for the biological knowledge and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults with clear and consistent boundaries.
- We support social skills through modelling behaviour, through activities, 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 we 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 together with parents to 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 may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
 - 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 other professional teams and organisations.

Bullying

Bullying involves the persistent physical or verbal abuse of another child or children. We take bullying very seriously. 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 as cognitive development where he/she is able to plan to carry out a premeditated intent to cause distress to another. Bullying can occur in children of 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 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 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 or children who have been bullied;
- We help the child who has done the bullying to recognise the impact on her/his actions;
- We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practice and reflect on their behaviour;
- We do not label children who bully;
- We recognise that children who bully maybe experiencing bullying themselves, or be the subject to abuse or other circumstances causing them to express their anger in negative ways towards others;
- When children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour; and
- When children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

- Peer on peer abuse is also outlined within our Child Protection Policy.

This policy was adopted at a meeting of R.L.V.P

Held on (date)

Signed on behalf of R.L.V.P