



High Legh Preschool Nursery - Behaviour & Self-Regulation Policy

Policy Statement

It is the policy of High Legh Preschool Nursery to deal with any occurrences of unwanted behaviour through quiet discussion and explanation. Positive techniques such as directing children, early intervention and action in anticipation of unwanted behaviour will be used to deal with any occurrences of unwanted behaviour.

All staff have responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. Advice will be made available regarding behaviour issues and expert advice will be sought where necessary.

High Legh Preschool Nursery requires all 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.
- All staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- 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 code of conduct and guidelines for behaviour.
- We work in partnership with children's Parents. Parents are regularly informed about their children's behaviour by their key person. 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.

High Legh Preschool Nursery aims to promote good behaviour and encourage children to respect others by being good role models and setting good examples. Staff will encourage the children's self-esteem by giving praise for good behaviour and by being consistent in their approach to any unwanted behaviour.

The following procedure is to be adopted should a child display any unwanted behaviour:

- Remove the child to an area free from distraction
- Explain which part of their behaviour is unacceptable and why
- Encourage but do not insist upon an apology, where applicable.
- Record the incident if deemed necessary in the child's file.

Where an incident has occurred between two children, staff will

- Give attention and comfort to the affected child
- Remove the offending child to an area free from distraction
- Explain which part of their behaviour is unacceptable and why • Encourage but do not insist upon an apology where applicable
- Record the incident if deemed necessary in the children's files

Staff will refrain from raising their voices and no use will ever be made of physical punishments or practises calculated or likely to humiliate or frighten a child.

Incidents where physical restraint is seen as appropriate to avoid a child causing injury to themselves or others will be recorded in a record book which will be signed by the child's parents to show they are aware that a physical restraint has been used and why. Parents/carers will be informed the same day or as soon as reasonably practical.

Behaviour Strategies It is the policy of High Legh Preschool Nursery to deal with any occurrences of unwanted behaviour through quiet discussion and explanation.

- 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.
- We ensure that there are enough popular toys and resources and enough 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 inconsiderate behaviour.

- 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 never send children out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group.
 - We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
 - We do not use techniques intended to single out and humiliate individual children.
 - We 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 was taken and by whom, and the names of witnesses) 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.
 - 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 inconsiderate behaviour.
- 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 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.
 - 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 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 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 these kinds of play as pro-social and not as problematic or aggressive. We will develop 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 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'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person 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.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We will help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour.
- 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 recognise that young children require help in understanding the range of feelings they experience. 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? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- 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 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 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 a Behaviour Support Team where necessary.

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