



Testwood Baptist Church Pre-school

BEHAVIOUR MANAGEMENT

Policy Statement

At Testwood Baptist Church Pre-school we believe that children and adults flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. Children need to know what is expected from them and to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. They should be 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 kindness, respect and encouragement.

Procedures

We have a named person who has overall responsibility for issues concerning behaviour. All staff will be made aware of the named person within the Pre-school who is Karen Stakesby-Lewis.

We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.

We require the named person to keep themselves up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.

Aims :

- All members of the Pre-school community to share a collective responsibility for the success of this policy, 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.
- To apply this policy to all members of the Pre-school community through a positive behaviour management system, which includes rewards and sanctions.
- All adults to consistently promote positive behaviour and raise self-esteem by building 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.
- All adults to model kindness, friendliness, care and respect, and to offer strategies for handling any conflict.
- Kindness and the willingness to share is to be the rule governing the conduct of the Pre-school which will be discussed with all newcomers, both children and adults; all adults will ensure that this is applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- To enable children to become responsible for their own actions.
- To promote an awareness of the effect and consequences of the individual's behaviour on others. Reminding children of their Rights, How To Respect and Responsibilities.

Guidelines for action to be taken when children behave in unacceptable ways:

- The child will be given one-to-one adult support to calm their behaviour and discuss what was wrong and how to cope more appropriately.
- The period of one-to-one will take place within the Pre-school room.
- Physical punishment, such as smacking or shaking, will be neither used nor threatened.
- Techniques intended to humiliate children will not be used.
- Restrictive physical restraint will be used only to prevent physical injury to children or adults, or serious damage to property. This will always be recorded and the parent informed on the same day.
- In cases of serious misbehaviour the unacceptability of the behaviour and attitude will be made clear immediately by means of explanations. It will always be made clear to the child/children that it is the behaviour and not the child that is unwelcome.
- Adults will not shout or raise their voices in a threatening way.
- Recurring behavioural problems will be discussed and evidence gathered by the whole Pre-school, using observation records such as ABC charts to establish an understanding of the cause, then the area INCO and any outside agencies may become involved if necessary.
- Adults will be aware that some kinds of behaviour may arise from a child's special needs or culture.

- Parents will receive honest feedback when their child's behaviour is causing a concern; they will always be informed of the involvement of outside agencies; any resulting interventions will be shared and openly discussed with parents using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

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 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 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 and 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 that the child's key person builds a strong relationship with them in order to provide each child with security in the setting.

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 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 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 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 for example "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. For example – "When you hit Adam, it hurt him, he didn't like it and it made him cry"

- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy, for example "I can see you are feeling better now and Adam isn't crying any more. Lets see if we can be friends and find another car, so you can both play with one."
- We are aware that the same problem can 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 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.

This Policy and Procedure relates to the Safeguarding and Promoting Children's Welfare section of the EYFS Statutory Framework.

Agreed by Pre-school Management Team :

Signed :

Date :

Review Date : Autumn 2025