



Isleham Preschool

3a Malting Lane Isleham Ely Cambs CB7 5RZ

Behaviour Management Policy

Legislation

2018 Version Pages 1 of 4

- Childrens Act 1984
- Human Rights 1998
- The Statutory Framework for the Early Years Foundation Stage 2017

Policy Links

- Special Educational Needs and Disability
- Safe Guarding Children/Child Protection
- Parental Involvement
- Equal Opportunities

Statement of intent

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

We work in accordance with all the relevant legislation.

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

- Andreea Harris and Jennie O'Sullivan are the named persons who have overall responsibility for issues concerning behaviour.
- We require the named persons to:
 - keep 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;
 - check that all staff has relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
 - To liaise with the setting S.E.N.D.O and all staff to ensure that behaviour plans are followed consistently.



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- 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/carers 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 work in partnership with children's parents/carers and other professionals if required. Parents/carers 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.
- We reserve the right to provide a flexible attendance to meet the child's needs.

Strategies with children who engage in inconsiderate behaviour

- 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 use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property. Parents/carers will be informed of any such action and a risk assessment will take place in case this type of incident re-occurs.
- In cases of serious misbehaviour, 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.

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 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.



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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

Rough and tumble play, hurtful behaviour

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 rough and tumble and playful teasing 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 empathy 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 help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the physical maturation and cognitive development to



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- take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modeling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs.
- 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.

This policy was reviewed at a Committee meeting held on.....

Signed on behalf of the Pre-School.....

Date.....