



# The Little Meadow Group

## Achieving positive behaviour

Procedure

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## Achieving positive behaviour

### Policy Statement.

The Little Meadow Group believes that children flourish best when their personal, social and emotional needs are met and where they are clear of the developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact their behaviour have on people, places and objects. This is a developmental task that requires support, encouraging, 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.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning And Development
1.1 Child development 1.2 Inclusive practise 1.3 Keeping safe	2.2 Parents as partners 2.3 Supporting learning	3.2 Supporting every child 3.3 The learning environment	4.4 Understanding the world. Personal, Social and Emotional.

## Procedures

The setting Manager is overall responsible for our programme for supporting personal, social and emotional development, including issues concerning behaviour. They are required too:

- 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
- Check that all staff have relevant in service training on promoting positive behaviour.
- 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 policy and its guidelines for behaviour.
- 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 the guidelines, requiring these to be applied consistently
- We work in partnership with children's parents. Parents are regularly informed of their children's behaviour by the key worker. 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.

### **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 that are appropriate for the children's ages and stages of development. Such solutions may include acknowledgement of feelings, explanation as to what was not acceptable, and supporting to gain control of their feelings so they can learn a more appropriate response.
- We ensure 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 turns although we also acknowledge these are social skills the children need to develop so will ensure when activities are devised to create specific needs that staff are assigned and appropriately placed to be able to scaffold and support learning.
- 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 the development of a sense of belonging in our group, so they feel valued and welcomed.
- We avoid creating situations in which a child receives adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their actions 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 careful and appropriate holding, only to prevent physical injury to children or adults and/or physical damage to property.
- Details of an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our Manager and are recorded in the child's personal file. The child's parents are informed on the same day.
- In case of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour, 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.
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- When requested by parents staff will uphold management strategies adopted by parents to deal with particular issues (usually under guidance of health visitor) as long as they do not contravene play group policies.

### **Children who are within the developmental stage encompassing 36 months.**

- When children are either developmentally or actually 3 years or below and behave in inconsiderate ways the setting recognises the strategies for supporting them will need to be developmentally appropriate and differ from those we adopt for the older children.
- We recognise that very young children find it hard to regulate their own emotions. Staff recognises their role to be sensitive to help them do that.
- Staff need to remain 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. .
- We recognise common inconsiderate or hurtful behaviour of children can include, tantrums, biting or fighting.
- If inconsiderate or hurtful behaviour continues or is frequent, we will try to find the underlying cause. Sometimes a child has not settled well and the behaviour may be as a cause of separation anxiety. In this case we will work with the parents to ensure a suitable consistent strategy achieves a positive outcome for the child.
- We place a high priority on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security for the child whilst they learn the appropriate social skills to support them through their early education and beyond..

### **Rough and tumble play and fantasy aggression**

Young children often engage in play that has an aggressive theme- such as super hero 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 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 violent 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.
- All staff can tune in to the content of the play, suggest alternative strategies for heroes and heroines if appropriate, making the most of chances to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.



## Hurtful behaviour.

The Little Meadow Group takes hurtful behaviour very serious. Most children under the age of 5 will at some stage hurt or say something hurtful to another child, especially when emotions are high and they are learning to control them. We do not believe this behaviour should be recognised as “bullying”. For children under five, hurtful behaviour is usually momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- The setting recognises that young children often behave in hurtful ways 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 or cognitive means to do this unsupported.
- We will offer help by providing support, calming both the angry child and the hurt child or if inappropriate requesting additional staff support to ensure each child receives care at the correct time and appropriate level. By talking through with the child their feelings and helping them to calm, we hope to begin to support them learn self management of their feelings.
- We will listen to both sides of the story and if inconsistency occurs we will use other methods e.g. cctv to gain clarity of the situation.
- When the child has calmed and is able to talk about what happened, we will use this as an opportunity to discuss other strategies they could have adopted at a level they could understand that may have had a happier outcome for both themselves and the child they hurt.
- We will help the children to recognise that other children have feelings too and that these must be considered. To look at how their actions made the other child feel and whether it was a good or bad feeling. We will not force the child to apologise but will encourage them where it is clear they are genuinely sorry and wish to show this to the person they have hurt.
- We will encourage the children to talk through how actions made them feel and how things could have been handled differently.
- We believe children benefit most where adults adopt a consistent approach to their management of their behaviour by establishing clear boundaries according to the child’s level of understanding, to maintain consistency staff will deal; with all hurtful behaviour issues. One way Little Meadow believes this can be achieved is by having regular setting routines and procedures, so the children are aware of what is expected of them and to always role model behaviour through activities, role play and stories.
- We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- When hurtful behaviour becomes an issue in the setting we will invite the parents to work with us, agreeing an action plan and providing regular opportunity for two way feedback. At this stage the SENCO may be involved and the process to secure extra support may begin with a my plan..



- With the older children in the setting (out of school and holiday club) we understand they have a greater control over their actions and should have learnt the skills required to address their behaviour and not hurt the other children in the setting. Where this behaviour
- is exhibited and staff have concern for the other children's self esteem and well being, the child will be given a warning and a suitable consequence for continuation which may be restricted access to key pieces of equipment, going inside if outside or time out, told at the time. A repeat must see the warning carried out as the staff are aware that they must provide continuity in order to earn the respect of the children.
- When we become concerned about repeated episodes of behaviour, we will speak to parents and request permission to talk to the teacher to access strategies they are using and support this in the setting.

## **Bullying**

Whilst as a setting we will not label the behaviour of our under 5's as bullying, we do recognise that it can occur in the older children. We define bullying as persistent physical or verbal abuse of another child or group of children. It is often planned, intended to hurt and the bully is aware of the impact their behaviour is happening. The setting takes this behaviour very seriously.

Should a child bully another or a group we will;

- Listen to the concerns of the child/children being bullied and act upon it.
- Intervene to stop the child/children being hurt.
- We will talk to the child explaining their behaviour is unacceptable.
- Reassure the child/children being hurt of our support.
- Help the child to begin to see how their behaviour was impacting on others.
- We will continue to recognise the positive behaviour of the child and create opportunities for them to practice considerate behaviour and recognise the praise it receives.
- We will not label a child as a bully.
- We recognise children who bully may have experienced bullying themselves or be subject to abuse or other circumstances causing them to express their anger in negative ways towards others.
- If required we will talk to both sets of parents, maintaining confidentiality and reassuring them of our commitment to work with the children to resolve the issues that exist.

## **Racism & Sexism**

Little Meadow recognises that education is a powerful vehicle for transmitting values. It can also challenge them. Little Meadow firmly believes that sexism and racism is incompatible with good educational practice. Therefore children of both sexes will be positively encouraged to participate in all activities. The equipment and activities will reflect our multi-cultural society in a positive way. Any inappropriate comments by children, will be acted on by staff immediately, emphasising the positives of having such a rich mixture of children in the session.



## **Removal from setting.**

If a child's behaviour continues to be to the detriment of others despite all efforts, working with both parent and where appropriate other specialists, the Manager can make a request to the Chair to have the child removed from the setting either temporarily whilst other strategies are put in place in liaison with family or permanently when parent support has not been forthcoming. The committee will have the final say following presentation of the facts by the Manager, in line with confidentiality policy.