

Safeguarding and Welfare Requirement: Managing behaviour

Providers are responsible for managing children's behaviour in an appropriate way.

7.1 Promoting positive behaviour

Policy statement

At the Childrens Learning Centre we believe that children flourish best when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions. We appoint a member of staff as behaviour coordinator to oversee and advise on the team's responses to challenging behaviour.

Aims

- To teach the children to behave in socially acceptable ways and to understand the rights of others.
- Promote positive behaviour strategies which are developed according to individual needs.
- To work towards positive discipline which enables the children to develop their own self-discipline and self-esteem in an environment of mutual trust, respect and encouragement.
- Do this in a way that would feel valued and respected and each person should be treated fairly and well.
- Children and adults should feel valued and respected and each person should be treated fairly and well.
- Children are free to play and learn without fear of being hurt or hindered by anyone else.
- To help each child to feel special so they will come to trust, respect and relax within themselves and be able to thrive in a happy, safe and secure environment.

Procedures

- The named person who has overall responsibility for issues concerning behaviour management is Jacky Corcoran
- We require that person to:
 - Keep up to date with legislation and research methods that promote positive behaviour.
 - Access any relevant source of support and expertise on handling behaviour where needed.
 - Ensure that all staff receive in house or external training on promoting positive behaviour.
 - A record to be kept of any such relevant training.
- We require all staff, students and volunteers to provide a positive model of behaviour by treating children, parents and each other with friendliness, care and courtesy.
- We ensure that all staff and parents are familiar with our behaviour policy.
- We recognise that codes for interacting with other people may vary between cultures and require our staff to be aware of, and respect, those used by members of the setting.
- We expect all members of our setting to keep to our guidelines on behaviour management and require these to be applied in a fair and consistent way.

- We work in partnership with our parents. Parents establish a good relationship with their child's key person, where any concerns about unacceptable behaviour can be addressed jointly and an appropriate response agreed.

Strategies

- We require all staff, students and volunteers to use positive strategies for handling negative behaviour by encouraging children to find the solution in a way that is appropriate to their own individual development.
- To acknowledge children's feelings and help them to understand them by supporting children to gain control of their own feelings so they will learn the appropriate response needed.
- All staff are encouraged to reward good behaviour. As a setting we believe that this method used appropriately and frequently will develop an ethos of kindness and cooperation.
- We share social rules with children, parents, students and volunteers, encouraging everyone to respect them;
 - Be kind and caring
 - Good listening
 - Good looking
 - Good sharing
- We must always praise the action, not just the child to reinforce good behaviour;
 - "Gemma, that's very good walking."
 - "John, that is excellent sitting, good boy."
- We avoid creating situations where children receive adult attention only in return for inconsiderate or negative behaviour.
- We never use physical punishment such as smacking or shaking. Children are never threatened in this way.
- We support each individual child in developing their self-esteem, confidence and sense of belonging, so they feel respected, valued and welcome.
- It is our responsibility to ensure that there are enough toys and resources available and that there are plenty of sufficient, meaningful activities to avoid unnecessary conflict over sharing and waiting for turns.
- We do not shout or raise our voices in a threatening way in response to children's behaviour.
- We must always remain calm in any behavioural situation using appropriate tone of voice.
- We never send children out of the room by themselves as a punishment.
- We develop strategies to contain rough and tumble play that are agreed with the children and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We take hurtful behaviour very seriously, but also recognise that young children can behave in hurtful ways towards others because they have not yet developed the way to manage their feelings that can sometimes overwhelm them. We need to support them in learning to manage their feelings and do this in a way that is appropriate to their cognitive development.
- We help children to learn to empathise with others, understanding that they too have feelings and that their actions have an impact on others 'feelings.'
- We encourage our children to pro-social behaviour, such as resolving conflict. Staff need to support children with this method and promote problem solving and skills such as sharing and turn taking.
- Staff and students support the children's social skills through modelling positive behaviour, using activities and play opportunities and the relationships we form with them.
- We help a child understand the effect that their hurtful behaviour has had on another child. Although we cannot force a child to say sorry, we can encourage them to show an action, cuddle or rub etc, so that we show the importance of sharing a genuine sorrow for what they have done.
- When behaviour becomes problematic, we work closely with parents to identify the cause and find a solution together that will work for that individual child.

Children under three years

- When children under three behave in an inconsiderate way we realise that strategies for supporting them need to be developmentally appropriate and are different from those for older children.
- We are aware that very young children are unable to regulate their own emotions, such as fear, anger or distress and require all staff and students to be sensitive towards this.
- We recognise that inconsiderate or hurtful behaviour can be common in very young children, including tantrums, biting or fighting. Staff must remain calm and patient, offering comfort to intense emotions, helping children to manage their feelings to help resolve issues and promote understanding.
 - Parents and carers may need support in helping to manage this kind of behaviour.
 - Clear positive strategies will be needed to be used by all staff and parents.
- With frequent biting, tantrums, etc. We need to find the underlying cause such as a change at home, frequent change of carers, note that behaviour could also be due to 'separation anxiety'.
- We ensure the child can make attachments to their key person, to help build a strong relationship to help the child and family feel safe and secure.

Bullying

- Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. All incidents of bullying will be dealt with swiftly. Bullying is defined as deliberately hurtful behaviour, repeated over a period of time with four types being.
 - Physical- Hitting, kicking, theft
 - Verbal- Name calling, racist remarks
 - Indirect-Spreading rumours, excluding someone, sly looks etc
 - Cyber-Using modern technology, which could involve some or all the following;
 - Mobile phones
 - Internet and Email
 - Social Networking sites
 - Instant messenger (e.g.MSN)
 - Chatrooms and message boards
 - Blogs
 - Video hosting (e.g.You Tube)
 - Gaming sites.

Bullying is a behaviour that both parents and practitioners worry about. Bullying is a deliberate, aggressive and repeated action, which is carried out with intent to cause harm or distress to others. It requires the child to have 'theory of mind' and a higher level of reasoning and thinking, all of which are complex skills that most three-year-olds have not yet developed (usually after the age of four along with empathy). Therefore, an outburst by a three-year-old is more likely to be a reflection of the child's emotional well-being, their stage of development or a behaviour that they have copied from someone else.

Young children are keen observers and more likely to copy behaviours, which mimic the actions of others, especially the actions of people they have established a relationship with. These are learnt behaviours rather than premeditated behaviours because children this young do not have sufficiently sophisticated cognition to carry out the type of bullying an older child can do. Unless addressed early, this type of pre-bullying behaviour in young children can lead on to bullying behaviour later in childhood. The fear is that by labelling a child as a bully so early in life we risk influencing negative perceptions and expectations of the child which will impact on their self-image, self-esteem and may adversely affect their long term behaviour. This label can stick with the child for the rest of their life.

Peer on Peer abuse/bullying

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another.

Bullying/peer on peer abuse can occur in children 5 years old and over and may well be an issue in the after school club, where we take up to 12 year old children. If a child bullies another child or children;

- Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge and prevent escalation.
- If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents of the child who has been the victim of behaviour and the parents of the child who has been the perpetrator should be informed.
- The designated person will contact children's social services if appropriate, i.e., if a child has been seriously injured, or if there is reason to believe that a child's challenging behaviour is an indication that they themselves are being abused.
- The designated person will make a written record of the incident, which is kept in the child's file; in line with the *Safeguarding children, young people and vulnerable adults* policy.
- The designated person should complete a risk assessment related to the child's challenging behaviour to avoid any further instances.
- The designated person should meet with the parents of the child who has been affected by the behaviour to advise them of the incident and the setting's response to the incident.
- Ofsted should be notified if appropriate, i.e., if a child has been seriously injured.
- Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.
- Parents should also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.

Use of physical intervention

- The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.
- Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use 'reasonable force in order to prevent children from injuring themselves or others or damage property' (EYFS).
- If 'reasonable force' has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed. (must complete a Physical Restraint form, in Physical Restraint Policy).
- Corporal (physical) punishment of any kind should never be used or threatened.

Challenging unwanted behaviour from adults in the setting

- Settings will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group. This includes negativity towards groups and individuals living outside the UK (xenophobia). This also applies to the same behaviour if directed towards specific groups of people and individuals who are British Citizens residing in the UK.
- Allegations of discriminatory remarks or behaviour including xenophobia made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises and in the case of a staff member, disciplinary measures being taken.
- Where a parent makes discriminatory or prejudiced remarks to staff at any time, or other people while on the premises, this is recorded on the child's file and is reported to the setting manager. The

procedure is explained and the parent asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent requesting them to sign a written agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner; the third stage may be considering withdrawing the child's place.

Further guidance

Special Educational Needs and Disability Code of Practice (DfE 2015)