**Behaviour Management Policy**

**Statement of Intent**

The Buckland Beehive Pre-School 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.

**Aim**

All staff at the Buckland Beehive 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.

We aim to listen to, and acknowledge the views of everyone at the Pre-School, embracing who we are and where we have come from. In recognition of this, our expectations of behaviour are underpinned by the following values, which are agreed by all staff:

* RESPECT AND RECOGNITION: to value and celebrate our own and others’ contributions and uniqueness, and to show consideration for our own feelings and the feelings of others.
* FREEDOM AND RESPONSIBILITY: to enable children and adults to explore and express themselves freely in an environment which supports decision making and opportunities to consider the consequences of our words and actions.
* INCLUSION: to provide access to learning for all, taking into account everyone’s needs, background and ability, working together to share the same vision and work towards the same goal.
* HONESTY: to empower everyone to communicate openly and honestly in their interactions with each other.
* SAFETY and TRUST: to help everyone to feel able to express their concerns and fears in an appropriate way and to thrive physically and emotionally in their learning.

**Methods**

Within the Early years age group, children are learning how to behave appropriately. Many of the things they do are normal for their stage of development and we help them to learn when something is dangerous or harmful to themselves or others, and to make positive choices in their behaviour.

All staff at the Buckland Beehive employ these following methods:

* Noticing and acknowledging positive behaviours.
* Using clear and consistent boundaries at the Pre-school.
* Explaining the consequences of some behaviours and offering choices.
* Involving the children in problem-solving by using the conflict resolution steps (see Appendix 1)
* Sharing information with parents/carers about their children’s behaviour both in the Pre-School and at home. (see Appendix 2)
* Providing strategies to support turn-taking e.g. using a sand-timer.
* Communicating and modelling positive behaviour, using a variety of strategies and props e.g. makaton, gestures and puppets
* Recognising and acknowledging feelings to encourage empathy
* Creating an environment that minimises conflict e.g. ensuring there are sufficient resources

At the Buckland Beehive we also have a Designated Behaviour Manager:

**JANE BEARD**

Who has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour.

* As the named person, Jane, keeps up to date with legislation, research and thinking on promoting positive behaviour and on handling children’s behaviour where it may require additional support.

Additionally:

* All staff at Buckland Monachorum Pre-School are encouraged to lead by example and follow our **Code of Conduct** (found in the Staff Policy folder). All staff understand that interacting with people should always be respectful and may vary between cultures.
* We familiarise new staff and volunteers with the setting’s behaviour policy and its guidelines for behaviour during their induction.
* We expect all members of our setting, children, parents, staff, volunteers and students to keep to the guidelines.
* We work with parents to address recurring inconsiderate behaviour, to help us to understand the cause and to decide jointly how to respond appropriately and to ensure a consistent approach is maintained between the home and preschool.

**Strategies with children who engage in inconsiderate behaviour**

All staff, volunteers and students 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.

When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.

* We never send children out of the room by themselves.
* We never use physical punishment, and children are never threatened.
* We do not use techniques intended to single out and humiliate individual children.
* We only use physical restraint, such as holding 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 the Manager and are recorded in our Incident Book.  A parent is informed on the same day and signs in the Incident Book to indicate that he/she has been informed.
* 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 behaviour.
* We handle children’s unacceptable behaviour in ways which are appropriate to their ages and stages of development – for example by distraction, discussion or by withdrawing the child from the situation.
* We work in partnership with children’s parents.  Parents are regularly informed about their children’s behaviour by their keyworker.  We work with parents to address recurring unacceptable behaviour, to help us to understand the cause and to decide jointly how to respond appropriately.

**Bullying**

Bullying involves the persistent physical or verbal abuse of another child or children.  We take bullying very seriously. If a child bullies another child or children:

* we intervene to stop the child harming the other child or children;
* we explain to the child doing the bullying why his/her behaviour is inappropriate;
* we give reassurance to the child or children who have been bullied
* we make sure that children who bully receive praise when they display acceptable behaviour
* We do not label children who bully
* When a child has been a bully, we discuss what has happened with their parents and work out with them a plan for handling the child’s behaviour.
* when children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

**Children under three years**

* When children under three behave in inconsiderate ways we recognize that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
* We recognize that young children require sensitive adults to help them with their emotions.
* Staff are calm and patient during inconsiderate or hurtful behaviours of young children, 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 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 recognize 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 behavioral boundaries to ensure children are not hurt.
* We recognize 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 time 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 behaviours is momentary, spontaneous and often without the child being aware of the feelings of the person whom they have hurt.

* We recognize 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 to 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 explanation and discuss the incident with them to their level of understanding.
* We recognize that young children require help in understanding the range of feelings experienced. We help children recognize 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? It made you feel angry, didn’t it, and you hit him’.
* 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 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 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 modeling behaviour, through activities, drama and stories. We build self esteem and confidence in children, recognizing 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:
1. 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;
2. 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 feeling of anger;
3. The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
4. The child has a developmental condition that affects how they behave.
5. Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to Behaviour Support Team where necessary.

**Appendix 1: Conflict resolution steps.**

1. **Approach calmly and with an open mind** Walk over and get down to their level.
2. **Acknowledge feelings** Say “I can see you’re feeling hurt/cross/upset/angry”
3. **Gather information from both sides** Say “What’s the problem?”
4. **Restate the problem** Say “so the problem is…”
5. **Ask for solutions and choose one together** Say “I wonder what we can do to solve the problem/help you feel better?”
6. **Be prepared to give follow-up support** Keep an eye out for what happens next and give further support if needed.

**Appendix 2: Parent/Carer Involvement**

Working in partnership with our parents/carers is integral to the success of this Behaviour Policy. In order for it to work in practice, their contribution is vital.

We will achieve this by:

* Sharing the expectations of behaviour at the Pre-school, through informal and formal discussions with individuals and groups of parent/carers.
* Talking to individual parents/carers about all aspects of their child’s behaviour on a daily basis, as well as at regular parent/carer meetings.
* Being fair, non-judgemental and consistent when discussing children’s behaviour with parents/carers.
* Providing extra support for parents/carers to help manage children’s challenging behaviour e.g. through Family Support Services and outside agencies. Please refer to our Information Sharing Policy.

We hope parents/carers will feel able to:

* Inform us of any relevant changes to their circumstances which may affect their child’s behaviour e.g. new baby, moving house, bereavement, divorce, separation or hospitalisation.
* Re-enforce expectations of positive behaviour by talking to their child at home.
* Actively support staff at the Pre-school in implementing positive behaviour strategies.
* Be a positive role model for their child.

Signed by the Pre-school manager, Jane Beard: ………………………………………..

Date: ……………………………………..

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Read by:

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