

Supporting and understanding Children s Behaviour

We promote the development of right and wrong by teaching your child the appropriate way to act and discourage unacceptable behaviour. Sometimes, it is essential to support children in understanding their own boundaries in some situations, explaining why we do not accept that behaviour.

We believe all children have the right to feel respected and valued. This policy provides guidelines on how we can ensure children are able to feel free to explore and learn without fear of being hindered. We help to support self-regulation and socially appropriate behaviour, modelling positive behaviour, managing challenging behaviour contently. This ensures we are meeting individual needs and ensuring the safety and wellbeing of everyone.

Strategies to support children who engage in inconsiderate behaviour:

- All staff and volunteers are required to use positive and consistent strategies for handling any inconsiderate behaviour, by helping children find solutions suitable for their ages and stages of development.
- Solutions might include acknowledgement of feelings, explanation of what was not acceptable, supporting children to gain control of their feelings.
- Ensure we have enough popular resources to prevent conflict over sharing and waiting for turns.
- Acknowledge considerate behaviour such as kindness and willingness to share.
- Support each child to develop their self-esteem and confidence.
- Avoid adult attention only in return for inappropriate behaviour.
- Help children to understand the outcomes of their actions.
- We do not use the “naughty corner” or “time out” strategy that excludes children from the group however we will use “reflective time” or the calm corner.
- We will never use physical punishment and will never threaten to use this punishment.
- We will never humiliate a child.
- We do not shout or raise our voices in a threatening way to respond to inconsiderate behaviour.
- Antecedent, behaviour and consequence (ABC) charts are used to find the trigger and pattern to a child’s behaviour to try and prevent further occurrence.

Staff will approach a situation in the following way:

The Play Corner

1. Intervene at the time of conflict to establish the cause of upset.
2. Talk to the children involved to gauge their feelings and reactions to the situation.
3. Ask each child how they feel and how the other must be feeling so that both may realise that it is not just one person involved.
4. In younger children who are not yet able to reason diversionary tactics, distraction would be used at this time.
5. Where possible staff will anticipate and defuse difficult situations before disagreements arise that child might find hard to handle.

Children who are under 3 years who behave in appropriate ways will need the support adapted slightly.

- We recognise that very young children are unable to regulate their own emotions and will require adults to help them to do this.
- Common inappropriate behaviour will include tantrums, biting or fighting. Staff will remain calm and patient, try to help children manage their feelings and talk about them.
- In these continue we will try to find out the underlying causes.

Promoting positive behaviour

For children to co-operate with routines and understand "expected behaviour" adults need to promote the positive behaviour by:

- Role model the behaviour
- Being consistent all following the same
- Positive reinforcement
- Giving children the opportunities and chance to change their behaviour
- Positive body language

Misbehaviour occurs when children are not able to understand their feelings this can trigger unacceptable behaviour by boredom, anger and fear. As a setting we will:

- Respect and value all children and show consideration for our own feelings and the feelings of others.
- To enable children and adults to express themselves freely and support their decision making.
- Provide an inclusive environment so children have access to learning, consider everyone's needs and ability.

The Play Corner

- To encourage everyone to communicate openly and honestly with each other.
- To help children to feel safe so they can express their concerns and fears in an appropriate way.

We believe children thrive when their personal, social and emotional needs are met. Children need to learn the views and feelings, needs and wants of others and the impact their behaviour has. Staff will support, encourage and teach the correct example. If we have tried all above consistently and there is still a need for adaptation of behaviour we will try:

- At all times praise is freely given to the child at the slightest sign of positive change in behaviour.
- We will work with parents to establish if they are displaying this behaviour at home and any changes to their situation.
- Advice and referrals will be made to outside agencies for example, SENCo, health visitor or family support hubs.
- We will keep records of incidents that occur and observations by completing an ABC form.

Physical Intervention

If our positive approach does not settle the child, as stated in the EYFS staff will not give or threaten corporal punishment. However, on the very rare occasions to keep your child safe we will use physical intervention to avert immediate danger of personal injury to any person or to manage a child's behaviour. Parents/carers will be informed on the same day or as soon as possible and a detailed record will be kept.

If a child has SEN we will support their behaviour by their individual needs. The SENCo will work with the parents and the child's key person to establish strategies for the individual child. We will set up interventions and zone of regulations to support feelings and behaviour. Every child will have a SEN one page profile for all staff to follow.

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