



Behaviour Management

Baildon Village Pre School believes that children flourish best when they know how they are expected to behave and children should be free to play and learn without fear of being hurt or unfairly restricted by anyone else.

We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment.

We have a named person who is responsible for issues concerning the child's behaviour.

We require all staff, volunteers and students to provide a positive model of behaviour by treating parents and one another with friendliness, care and courtesy.

We require all staff to use all the same strategies for handling any conflict, by helping children to find solutions in ways which are appropriate for the children's ages and stages of development, for example, distraction, praise and reward.

We praise and endorse desirable behaviour, such as kindness and willingness to share.

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 Baildon village pre-school.

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

We never use physical or corporal punishment, such as smacking or shaking and children are never threatened with these acts.

We do not single out or humiliate single children.

We only use physical restraint, such as holding, to prevent any injury to adults or children. Details of such an event, what happened, what action was taken and by whom, and any details of witnesses are brought to the attention of our setting leader and are recorded in the child's personal file. The child's parents or guardians are informed of this on the same day.

In cases of serious behaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviours and attitudes, by means of explanations, rather than personal blame.



We do not shout or raise
way to respond to

voices in a threatening
children's behaviour.

We work in partnership with children's parents. Parents are regularly informed about their children's behaviour and work with the parents to address recurring unacceptable behaviour, using objective observations, to help us understand the cause and to decide jointly how to respond appropriately.

We never send children out of the room by themselves, nor do we use a naughty chair or time out strategy that excludes children from the group.

We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.

We support each child in developing self esteem, confidence and feelings of competence.

We ensure that 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 for turns.

Children Under 3 Years

When children under three years behave in inconsiderate ways we recognise that the strategies for supporting them will need to be developmentally appropriate and differ for those of older children.

Common inconsiderate or hurtful behaviours of young children can include tantrums, biting and fighting. Staff remain calm and patient and offer comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

If tantrums, biting and fighting is frequent we attempt to find out the underlying cause, such as upheaval at home or a frequent change of carers. Sometimes a child has not settled in well and the behaviour may be as a result of separation of anxiety.

We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

Rough & Tumble Play & Fantasy Aggression



Young children often aggressive themes, such play. Some children these themes, but their

necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as outlined above.

engage in play that has as superhero and weapon appear preoccupied with behaviour is not

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 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 violent and dramatic strategies, such as blowing up and shooting and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right or 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 cognisance 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 can 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 anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of fear or anger. Therefore



we help this process by the child who is angry, as been hurt by the child return to a normal brain to develop the physiological response system that will help the child be able to manage their own feelings.

offering support, calming well as the child that has behaviour. By helping the state we are assisting the

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 this to calm them down but we offer them an explanation and discuss the incident with them to their level of understanding.

We recognise that young children require help in understanding the range of feelings they experience. We assist children to recognise their feelings by naming them and helping them 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 Adam took your car did you? Did that make you feel angry? Is that why you hit Adam?' Older children will be able to verbalise their feelings better and talk through the feelings that motivated their behaviour.

We help younger children to learn to empathise with others, understanding that they have feelings too and their actions impact on other's feelings, 'when you hit Adam it hurt him, he didn't like that and it made him cry'.

We help young children to develop pro-social behaviour, such as resolving conflict over who has the toy, 'I can see you are feeling better now and Adam is not crying anymore. 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 taking turns develop. In order for both the biological maturation and cognitive development to take place children will need repeated experiences with problem solving and be supported by patient adults with clear boundaries.

We support social skills through modelling behaviour through activities, drama and stories. We build self esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.

We help children to understand the effect their hurtful behaviour has had on another child, we do not force the children to say sorry but encourage this where it is clear they are genuinely sorry and willing to show this to the person they have hurt.

When hurtful behaviour work with parents to the solution together. The young children to engage behaviour are that;



becomes problematic we identify the cause and find main reasons for very in excessive hurtful

- They do not feel securely attended to someone who can interpret and meet their needs; this may be in the home or in the setting.
- 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 their feelings of anger.

Bullying

If a child bullies another child;

- We intervene to stop harm to the other child or children.
- We explain to the child doing the bullying why their behaviour is inappropriate.
- We give reassurance to the child or children who have been bullied.
- We help the child who has done the bullying to say sorry for their actions.
- We ensure the children who bully receive praise when they display acceptable behaviour.
- We do not label the children who bully.
- When children bully we work with the parents to work out a plan for handling the child's behaviour.
- When children have been bullied we share what has happened with their parents, explaining the child who did the bullying is being helped to adopt more acceptable ways of behaving.