



# **Oxhey Early Years Centre Behaviour Policy**

**Reviewed & Adopted Oct 13**

**Reviewed again Jan/Feb 14**

**Adopted & Approved by Governors March 14**

**Reviewed Jan 15**

**Adopted & Approved by Governors Feb 15**

## **Statement of intent**

Our Centre 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**

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding our management of behaviour exist within the programme for supporting personal, social and emotional development and this is included in the EYFS documentation.

The Head of Centre has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

The Day Care Manager has overall responsibility for issues concerning behaviour for the Orange Room and Day Care provision including wrap around care, holiday care, breakfast, lunch and supper times.

The Lead Teacher has overall responsibility for behaviour matters concerning children attending the school provision in the Blue & Purple Rooms.

## **This includes:**

- Keeping up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
- Accessing relevant sources of expertise on promoting positive behaviour.
- Checking that all staff has relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware and respectful.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.



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- 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 to the guidelines, requiring these to be applied consistently.
- We work in partnership with parents. Parents are regularly informed about their children's behaviour by their key person or room leader / teacher. 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.

Our policy and guidelines for supporting positive and appropriate behaviour can be described as a 3 tier approach. We use strategies to promote excellent behaviour with ALL children. SOME children require additional strategies and support and a FEW children need ongoing support from a range of sources.

#### 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 the understanding of the feelings of others.

- We recognise 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.
- 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 recognise that young children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. '.... 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 to learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. 'When you hit ....., 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 .... 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 and children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
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## **A Three Tiered Approach to Supporting Positive and Appropriate Behaviour**

### **Strategies used throughout the Centre with ALL children**

- Staff, volunteers and students use positive strategies at all times.
- Staff, volunteers and students model positive behaviour and language and take the opportunity to talk about positive behaviour throughout the day. Ee.g. "I am going to help Jo with this tidying up because there is so much to do."
- When adults are modelling positive behaviour they also talk about their actions and their feelings.
- Specific praise is used to reinforce positive behaviour e.g. "I can see that you helped your friend by giving them some of your dough,- well done".
- Tactical ignoring – adults do not give children attention to inconsiderate behaviour (that is not hurting others) and look for opportunities to praise appropriate behaviour instead.
- The planning, resourcing and learning environment help to support positive behaviour (for example;, we have plenty of popular toys so that disagreement over sharing is less likely).
- Adults pre-empt possible conflict and distract children to help them maintain appropriate behaviour.
- Children, staff and parents follow our Rainbow Rules.

### **Dealing with hurtful and inappropriate behaviour with ALL children**

- When a child demands attention the adult acknowledges the child with a brief response but then continues what they are doing and responds more fully to the child at the appropriate time.
- When a child is displaying hurtful behaviour adults follow the guidelines below:
  - Approach the child/children using a calm voice.
  - Use simple, clear words.
  - Step between the children. uUse the stop sign.  
Say STOP, . ilf behaviour continues say NO.
  - You may need to say "hands down" or "gentle hands please".



**STOP**

### **Dealing with the behaviour:**

- The child may need some strategies to calm down first. tThese could include: running outside, time in a quiet place, releasing the energy of anger through stamping, singing, shouting.



**SAD**



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- When the child is calm say "I am sad". Use the sign.
- Talk about remembering our rules – in simple language
- Talk about how the other child will be feeling.
- Ask the child to come and check on the other child with you. If the child does not come, then the adult should continue to model correct behaviour and check on the other child. (Do not insist on an apology. Kind and caring behaviour is more meaningful than just learning to echo the word "sorry")

### Very young children

Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. If this situation arises, staff stay 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.

### Dealing with hurtful and inappropriate behaviour with SOME children

In addition to the strategies above some children will, at certain points in their development, require some additional help

Staff at the Centre will use the following guidelines and strategies for these children:

- Discussion in team meetings of ways forward: this might include reasonable adjustments to support the child in the setting,; Specific calming strategies matched to individual child's needs.
- Meetings with parents – usually with Key Person and another senior practitioner.
- Advice for parents and signposting to courses.
- Small group work.
- Well-being advice for the Key Person.
- Investigating triggers for behaviour and making adjustments so that child is not prompted to hurtful behaviour.
- Completing an Individual Support Plan (not in all cases).

### Additionally a FEW children may need ongoing support over a period of time

This could include:

- Ongoing meetings with parents.
- Additional assessment where appropriate.
- Completion of an ISP – Individual Support Plan (ISP).
- Well-being support – special play, play therapy.
- Advice and support sought from external professionals e.g. Early Years Advisory teacher, Educational Psychologist, Paediatrician.



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- Making links with others aspects of the child's learning and development, (e.g. possible special educational need or disability (SEND)).
- Using a RAMP – Risk Assessment Management Plan (RAMP) to support a child and to keep everyone safe.

In addition it should be noted that:

- We never send children out of the room by themselves.
- 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 may use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property as a response to some extreme behaviour where the child is at risk of harm to self or others at that time. Any further physical restraint uses would be discussed and agreed by the Headteacher, SLT and other trained professionals if and when appropriate to the child.
- 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 our setting leader and are recorded in the child's personal file. Where possible, the child's parent is informed on the same day.
- 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. Such incidents are recorded and reported.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

#### **Rough and tumble play, hurtful behaviour and bullying**

Our procedures and guidelines provide additional focus on these kinds of inconsiderate behaviours.

#### **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 preoccupied 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 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 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.



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- 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.