



## Promoting Positive Behaviour Policy

Windmill Under 5s, Lacey Green and Loosely Row Sports Club, Main Road,  
Lacey Green, Princes Risborough HP27 0PL  
Registered charity no: 1026976

### Version Control

Version	Date	Author	Comments
1.1	22.02.2018	RM / LC	<ul style="list-style-type: none"> <li>• Clarified where incident records stored</li> <li>• Added Legal Framework and reference to Code of Practice</li> </ul>
1.2	05.07.2018	RM / LC	<ul style="list-style-type: none"> <li>• Reviewed policy in line with annual review schedule</li> </ul>
1.3	04.07.2019	LC/NK	<ul style="list-style-type: none"> <li>• Added reference to Windmills' Safeguarding policy</li> </ul>
1.4	12.05.2020	TW / AC	<ul style="list-style-type: none"> <li>• Full annual review</li> </ul>

### Reviews and Approvals

<b>Policy adopted :</b>	29 September 2010 by Windmill Under 5s Management Committee	
<b>It was last updated:</b>	12 May 2020	
<b>It will be reviewed:</b>	Summer Term (July) 2021	
<b>Signed &amp; dated:</b>	Natasha Kann	Natasha Kann – Chairperson on behalf of the Management Committee

## **Managing Behaviour**

### **21. Promoting Positive Behaviour**

#### **Policy statement**

Windmills believes 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 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 Co-ordinator to oversee and advise on the team's responses to challenging behaviour.

#### **Procedures**

In order to manage children's behaviour in an appropriate way Windmills will:

- Have a named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. Behaviour management at Windmills is the responsibility of all staff, however, the named **Behaviour Co-ordinator is: Angela Calam**
- Our Behaviour Co-ordinator is required to:
  - Attend relevant training to help understand and guide appropriate models of behaviour.
  - Ensure staff are kept up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
  - Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development
  - Implement the procedures for promoting positive behaviour.

- 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 Windmills.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents/carers and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with Windmills Promoting Positive Behaviour Policy and its guidelines for behaviour.
- We expect all members of Windmills - children, parents/carers, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- Any behaviour problems will be handled in a developmentally appropriate and supportive way, respecting individual children's level of understanding, development and maturity.
- We work in partnership with children's parents/carers. Parents/carers are regularly informed about their children's behaviour by their Key Person. We work with parents/carers to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

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

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- 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.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging at Windmills, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.

- We never send children out of the room by themselves, nor do we use a 'naughty chair'. Children may, however, be given 'time out' in the same room following a warning and explanation from staff as to why their behaviour was unacceptable. Children are encouraged to reflect upon their actions and apologise to the relevant party.
- We do not use techniques intended to single out and humiliate individual children.
- In cases of serious misbehaviour, such as inappropriate racial language, or actions, 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 inconsiderate behaviour.
- Where a child is intentionally injured by another child in the setting, such as biting, this will always be recorded in the incident book and both parents/carers involved will be asked to sign an incident form.

#### *Children under three years*

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are 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.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.
- We focus on ensuring a child's attachment figure at Windmills, their Key Person, is building a strong relationship to provide security to the 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, what happened, what action was taken and by whom, and the names of witnesses. Parents/carers will be asked to sign the incident form at the end of the session and this will be stored in the Incident Log and confidentially in the child’s record on the premises.
- Corporal (physical) punishment of any kind should never be used or threatened which could adversely affect a child’s wellbeing.

#### *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. 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.
- 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. However, 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 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 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 exacerbate the rage.
- 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 and we also 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 help children recognise their feelings by naming them and help 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? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- 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 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 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/carers to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
  - 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 at Windmills;
  - their parent/carer, or Key Person at Windmills, does not have the skills to respond appropriately, and consequently negative patterns develop where hurtful behaviour is the only response the child has to express feelings of anger;
  - the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
  - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
  - the child has a developmental condition that affects how they behave.
- Where working with parents/carers to find a solution does not work, we use the SEND Code of Practice (2014) to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

Please also refer to our Supporting Children with Special Educational Needs or Disabilities Policy, Safeguarding Children & Child Protection Policy and Valuing Diversity, Promoting Inclusion and Equality Policy for more information.

### **Legal framework**

Special Educational Needs & Disability Code of Practice (Dfe & DoH 2014 revised 2015)