

## **Equality of Opportunity Promoting Positive Behaviour**

**Unique  
Child**

**1.1 Child  
Development**  
**1.2 Inclusion  
Practice**  
**1.3 Keeping  
Safe**

**Positive  
Relationships**

**2.2 Parents as  
Partners**  
**2.3 Supporting  
Learning**

**Enabling  
Environment**

**3.2 Supporting  
Every Child**  
**3.3 The Learning  
Environment**

**Learning  
Development**

**4.4 Personal, Social and  
Emotional Development**

We believe 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.

If you should have any concerns about any child in our care please speak to **Pam Robins** our Designated Person and Behaviour Coordinator, she is on site Monday am, Tuesday, Wednesday all day and Friday.

Pam's role is to:

- Keep up dating training, cascade information down to the rest of the team,
- Keep a portfolio of information to keep herself and others informed,
- Liaise between Haddenham Puddleducks Pre-school, parents and any other professionals if/when necessary, in the event of repeated negative or undesirable behaviour/bullying.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

Codes for interacting with other people vary between cultures that require us to have an awareness of - and respect those used by members of Haddenham Puddleducks Pre-school.

Children are learning to deal with a range of emotions and feelings, we acknowledge these feelings and work with the children to find constructive solutions. A child with poor self esteem is unlikely to behave well, we aim to work towards a situation in which all children can develop self discipline and self esteem in an atmosphere of mutual respect and encouragement.

**In order to achieve this:**

- Key persons will make it their goal to introduce themselves to parent/carer and child on their first visit, an initial profile of the child's development so far and a form to register the child's home experiences will be filled out by the parent/key person at this time, this will be kept in the journal to provide key persons with essential information about the child's likes dislikes and abilities.
- All adults in the pre-school will ensure that the rules are applied consistently. Concepts concerning the rights of others are used to help children make their own rules based on the guidance of what makes them feel happy/unhappy, the reasons the rules are in place will be regularly discussed.
- Adults in the pre-school praise whenever they can and endorse desirable behaviour such as kindness and willingness to share, through verbal praise, reward stickers and ultimately certificates to take home so they can receive praise from parents for their good behaviour. We will take positive steps to give additional time and attention to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- Curriculums, equipment, activities and experiences are provided to encourage cooperative purposeful play, they are varied and differ each session to promote positive interest and involvement, children or adults are able to change the activities as necessary, Effective use will be made of the local environment and persons within, to encourage children to explore a variety of roles within their play. Discussion with children is used to encourage pride in themselves and their families.
- Children are expected to take on some responsibility, for example putting their name on the register board, pouring their own drinks, choosing their own food, tidying up their spills, keeping tidy toys and equipment and helping to tidy up any mess they have helped to make, no matter how big, small, or how long it takes them to do so.
- Adults provide equally for all children (no matter what their behaviour, colour, culture or ability) the love and care they expect and deserve from the adults in their life. They will try to provide a positive role model for the children with regard to friendliness, positive verbal, non-verbal communication, care and courtesy.
- Adults will offer strategies for handling any conflict, both through curriculum and when a situation arises where children will be helped and encouraged to recognise and solve their own problems where possible.
- Praise children for good behavior on a regular basis.
- Model good behavior by treating children and adults with respect, care and courtesy.

**When children behave in unacceptable ways:**

Physical punishment or techniques such as the 'naughty chair' will not be used, threatened nor accepted in the pre-school environment. Physical intervention, such as holding, will only be used as a last resort and then only to prevent personal injury to the child, other children or adults and/or serious damage to property. Any significant event of this sort will be recorded in the confidential incident book and the parent informed the same day.

Changes in established patterns of behaviour or signs of low self esteem or negativity will be observed throughout the period, to monitor cause and effect to enable key our team and parents to come to a decision on how the behaviour came about and how it should be tackled.

In any case of undesirable behaviour, serious or not, it will always be made clear to the child or children in question that it is the **behaviour** and not the child that is unwelcome. Those who are the object of the abuse will be immediately comforted. Any significant event of this sort will be recorded, and the parent informed the same day. Adults will not shout, or raise their voices in a threatening way, but will respond calmly and will be made aware that some behaviour may arise from a child's additional need.

Discussions arising from conflict situations will be positively used to extend children's understanding of antisocial behaviour, to help them understand the situation better for the future.

Recurring problems will be looked at by the team, using objective observation records to help establish an understanding of the cause. Parents will be informed. If additional specialist become involved information gained will be used to improve the child's development, all information gained will be kept within the agreed boundaries of our confidentiality policy.

In a case of serious misconduct such as racial or other abuse or inflicting physical harm to others, details of the perpetrator and their behaviour will be recorded in our Issues diary along with specific details of steps taken by adult, child and parent/carer to rectify the problem and will include dialogue between the adult, child and injured party.

Strategies with children who engage in inconsiderate behavior is attached.

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

Our procedure has been updated to provide additional focus on these kinds of inconsiderate behaviours.

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 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, 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 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.
- 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 manage his or her own feelings.
- 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 an explanation and discuss the incident with them to their level of understanding.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.
- 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.

### **Bullying**

*We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.*

*A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another. This occurs in children around five years old and over.*

*We aim to produce a safe and secure environment where all can learn without anxiety and to produce a consistent response to any bullying incidents that may occur.*

- Haddenham Puddleducks Pre-school takes all forms of bullying seriously, If, as a team, we become aware of any bullying taking place between members of our group, we deal with the issue immediately.*
- The incident will be logged in the confidential incident file, the manager will be informed and the child's parents will be invited into the preschool to discuss the situation.*
- In more extreme cases, where these initial discussions have proven ineffective, the Manager or Deputy may contact external support agencies such as the Social Service.*
- Parents/Carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's key person, Manager or Deputy immediately. All information shared will be kept confidential on a need to know basis.*

**Promoting British Values**

*Democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already embedded in the EYFS. It is the responsibility of the setting to promote these fundamental values and challenge intolerant behavior (whether of staff, children or parents).*

***This policy was adopted at a meeting after the AGM of Haddenham Puddleducks Pre-school held in February 2020***

***Signed on behalf of Haddenham Puddleducks Pre-school by .....***