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Registered charity number 1080554

## **Equality of opportunity**

### **1.13 Achieving positive behaviour**

#### **Policy statement**

Our setting 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.

#### **Procedures**

Esther Hartley has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

- Esther is required to
  - attend training, and
  - keep her up-to-date with legislation, research and thinking on promoting positive behaviour;
  - able to access relevant sources of expertise on promoting positive behaviour and
  - provide in-service training on promoting positive behaviour for all staff.
  
- 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 the setting - children, parents, staff, volunteers and students.
- 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.
- 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 children's parents. Parents are regularly informed about their children's behaviour by their key person. 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.

#### Strategies for 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.

#### Sanctions

1. Praise positive behaviour, ignore negative
2. Ask child what they think they should be doing, how they would feel if it was them.
3. Re-direct to another activity

#### Techniques to talk to children about their behaviour or to gain their attention:

1. Tap gently on the shoulder saying the child's name, repeating if necessary
  2. Take the child to a quiet space
  3. Talk to the child quietly and calmly at their level
- We acknowledge considerate behaviour such as kindness and willingness to share, through praise or the use of stickers.
  - We support each child in developing self-esteem, confidence and feelings of competence.
  - We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
  - We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
  - We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
  - 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. 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.
  - We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

## 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, 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.

## Hurtful behaviour

- 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 helping 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 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.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together.

## 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.

Bullying can occur in children five years old and over

If we have a concern about this type of behaviour we will work with the children and the parents to work out a solution, identifying the issue, how it may make each other feel and how to ensure it does not happen again.

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### **Other useful Pre-school Learning Alliance publications**

- Reflecting on Behaviour (2010)
- The Social Child (2007)

Updated 10.5.16