

General Welfare Requirement: Safeguarding and Promoting Children's Welfare

Children's behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs.



Equality of opportunity

Promoting and Supporting Positive Behaviour

Policy statement

We believe that children flourish best when their emotional needs are met and where there are clear and consistent boundaries (which are developmentally appropriate). As a whole team we model positive behaviour, lead PSE (Personal, Social and Emotional) activities and embed British Values into all that we do, to help children develop these skills for themselves.

As a team and in consultation with the children, we have agreed that we will respond consistently to the following 5 behaviours, for reasons of promoting children's health/safety/wellbeing:

- Verbal or Physical aggression
- Refusing to have soiled nappy changed
- Rudeness/bullying (including discrimination) towards staff or children
- Not listening to rules to keep children safe
- Deliberate damage to toys and equipment

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
For further information click here: https://www.foundationyears.org.uk/wp-content/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf			

Our Team:

The senior team have met to discuss our children's behaviour and wellbeing, and how we can ensure that they are safe and understand that there are rules for their safety and that of other children, as well as kindness to other children. The senior team comprises of; **Liz Burnett (Manager); Liz Webberley (Deputy Manager, EYFS Lead & SENCO); Liz Chittenden (Health & Safety); Sam Crittall (2 and 3 year old Lead); Emily Barton (4 year old Lead); Tor Hulbert-Powell (Senior Practitioner).**

We require the senior team to be:

- 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
- check that all staff have relevant in-service training on promoting positive behaviour.

We require the whole team to:

- Recognise that codes for interacting with other people vary between cultures and we require staff to be aware of and respect these cultures whilst observing the ethos of the setting.
- Act as positive role models by treating children, parents and one another with friendliness, care and courtesy.
- As part of the staff/volunteer induction to read this policy.
- Work in partnership with children's parents. Key Persons to inform parents about their children's behaviour should the need arise, for example, if the child's behaviour is:
 - Disruptive to other children and staff within the pre-school environment
 - A danger to themselves, other children or staff
 - Aggressive to other children or staff, both physically and verbally
 - Rude or constitutes bullying (including discrimination) towards other children or staff
 - Involves deliberate damage of toys and equipment
- Work with parents to address recurring inconsiderate behaviour, using observation records to help understand the cause and to decide jointly how to respond appropriately.

How the team promote positive behaviour:

- We require our team to use positive and consistent strategies for handling any inconsiderate behaviour. **We use a traffic light system known as Red, Yellow and Green dragon.** All staff have pictures of the dragons, images of unwanted behaviour and images of 'stop' and 'well done' to help children work through their emotions. Staff use the dragons to help children understand:



- **Red dragon** – “what you have done is not a good idea/unkind because”.
- **Yellow dragon** “I want you to really think about what you have done and why it was not a good idea, what can you do to make it better”.
- **Green dragon** – “I can see that you have really thought about what you did – well done”.
- We have a Jelly Cat soft toy Green Dragon who is the reward for children once they have understood why their actions were not appropriate in pre-school. Green Dragon stays at pre-school and does not go home like Trunkey, Monkey and Freddie Fox (our good behaviour buddies) but children who have him as a reward can cuddle and spend time with him here at pre-school.
- 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 with verbal praise and avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- Key Persons support each child in developing self-esteem, confidence and a sense of belonging in our group, so that they feel valued and welcome.

Team awareness:

- We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require us to help them do this.
- We are aware that common inconsiderate/hurtful behaviours of young children include tantrums, biting or fighting. We are calm and patient, offering comfort to intense emotions.
- Underlying causes – we recognise that there can be many reasons behind children's behaviour; new sibling, moving home, death in family, limited speech, SEN, neglect and abuse (this list is not exhaustive). Through observation and working with parents and if required, other professionals, we will support the child.

How we respond to our 5 behaviours:

- Using our dragons and behaviour images, we help children to understand the outcomes of their action by talking about what has happened and showing them the consequences of their actions, for example showing them the broken toy (**Red dragon**).
- We give the child time to talk and think about what has happened (**Yellow dragon**).
- We praise the child when they show empathy, remorse etc (**Green dragon**)
- If when they return to play they repeat the behaviour, we will stop their play, remove them from the immediate area and again speak to them. If we feel that returning to the same area/toy/group of children will result in the behaviour continuing, a practitioner will guide the child to another activity and remain with them until they are settled happily in their play again.
- If a child does not respond to the Dragon system and their behaviour is affecting other children or staff, a member of the senior team will speak the child in the office where it is quiet and calm and will give the child time to calm down. The practitioner will again use the Dragon system and will bring the child back into the room, once they are calm and on a **Yellow dragon**. The practitioner will advise staff in the room to observe the child for 5 minutes so that they can get the back to being awarded a **Green dragon**.
- We will speak to the parent at the end of the session and explain the circumstances and the actions taking.
- We will make a written note of a repeated behaviour in our incident book to see if a pattern is emerging. These entries will be looked at by the Key Person who will liaise with the SENCOs for advice.

What we never do:

- Send children out of the room by themselves.
- Use a naughty chair
- Use physical punishment, such as smacking or shaking or threaten these.
- Single out and humiliate individual children.
- Shout/use a threatening tone/use threatening words.
- Label children as naughty.
- Force a child to say sorry – a member of staff will apologise on behalf of the child if their actions/ behaviour has affected another child or staff member to model the appropriate response.

We use physical intervention, such as holding, only to prevent physical injury to children or adults and/or serious damage to property. We may raise our voice to alert a child to “stop” in the case where the child or another child may be hurt and we are unable to reach the child quickly enough. As soon as the adult has reached the child, they will explain to the child in a calm way why their behaviour was unacceptable. We record any occasions where physical intervention is used in a book, and the circumstances surrounding the requirement for intervention to be used.

A note about Types of Play:

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.

We acknowledge that some children like to use guns in their play: we do not supply toy guns but realise that children will use other representative items and even their fingers. This type of play will be monitored carefully to ensure that no child feels frightened or threatened. We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to “goodies and baddies” – this can then offer opportunities for us as practitioners 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.

This Policy was reviewed by	Liz Burnett – Pre-school Manager
Adopted by	Staff, Children and Directors
Date	September 2018
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Further Reading: Pennie Tassoni