



## Behaviour Management Policy

### Statement of Intent

Our school believes that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else.

### Aim

We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment. The Behaviour Management is coordinated by Jenny Moore and Jeanette Davidson.

### Methods

- 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 require all staff, volunteers and students to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's ages and stages of development - for example distraction, praise and reward.
- We familiarise new staff and volunteers with the school's behaviour policy and its rules for behaviour.
- We expect all members of the pre-school - children, parents, staff, volunteers and students - to keep to the rules, requiring these to be applied consistently.
- We praise and endorse desirable behaviour such as kindness and willingness to share.
- We avoid creating situations in which children receive adult attention only in return for undesirable 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 the pre-school.
- When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.
- We never send children out of the room by themselves or implement 'time out',
- 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 only use physical restraint, such as holding, 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 the Early Years' Manager and are recorded on an Incident Form, and a 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 behaviour.
- 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 unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately.

- We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development - for example by distraction, discussion or by withdrawing the child from the situation.

In return, Stockton House Pre-School expects parents / carers / outside agencies to treat all staff with kindness and courtesy at all times. Parents, carers and outside agencies will be removed from the site in the event of any threats, inappropriate behaviour or language is used towards any staff member or child (whether it be their own or another families). In the event of such an incident occurring it may also be necessary to contact the local authorities as part of our safeguarding protocols.

## Bullying

Bullying involves the persistent physical or verbal abuse of another child or children. We take bullying very seriously.

If a child bullies another child or children:

- we intervene to stop the child harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is inappropriate;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to say sorry for her/his actions;
- we make sure that children who bully receive praise when they display acceptable behaviour;
- we do not label children who bully;
- when children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour; and
- when children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

## 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 behaviour 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 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 awareness 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
- 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 have the opposite effect.
- Our way of responding to children is to calm them through holding and cuddling if they like comfort in this way, 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. (see appendix A)
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feeling. (See appendix A)
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. (See appendix A)
- We are aware that the same problem may happen repeatedly before skills such as turn-taking and sharing develop. 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.

## Appendix A

Scenario: Child B is crying because Child A hit them when they took their toy they were playing with.

Example of language which could be used for Child B: "I can see you are sad, you need to ask to play with the toy. Let's take turns and use a timer."

Example of language which could be used for Child A: "I can see you are feeling cross. When someone takes your toy, tell a teacher." "We use gentle hands, so your friends don't cry." "I can see you are happy now. Let's find another toy to play with, with your friend"

**We do not tolerate hitting, kicking, pinching or biting and all incidences will be dealt with accordingly and an Incident form will be completed.**

## Recording

- Inappropriate behaviour, whether deliberate or not, involving another child will be recorded in an incident log, and continuous inappropriate behaviour will be monitored by using an ABC chart.
- The information gained from these reports can and does assist with recognising patterns of behaviour i.e. after lunch, before lunch etc. Occasionally, a child's behaviour can be down to being hungry, tired, or transitioning from one room to another or one activity to another. Should this be the case, we will help the child to understand what is happening to themselves and develop strategies to help them cope with their feelings during those moments. At this point a 'behaviour plan' may be put in place, which will be agreed with the SENDco, Keyworkers and parents.

- When these strategies stop being effective, we will try others, but occasionally we can run out of ideas to help, it is at this point we may use the assistance of outside agencies such as the Inclusion Setting Support Officer (ISSO Team) and Portage to assist us with ideas on how to handle the child (confidentiality being at the forefront at all times).

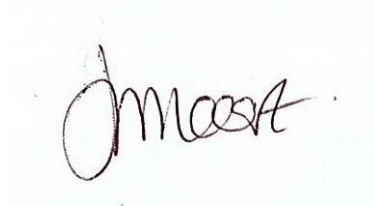
Stockton House Pre-School does reserve the right to reduce a child's hours to ensure the safety of the children and staff within the setting. This is a last resort and would hopefully be for a short period of time whilst we help the child adjust accordingly with their surroundings, rules, boundaries. This will be done in accordance with local authority guidance, parental consultation and regular observations and meetings of progress.

### Coordinator

- Our Behaviour Management coordinators are Jenny Moore and Jeanette Davidson.

### Review

This Policy has been reviewed and updated on 31<sup>st</sup> July 2025 by

A handwritten signature in black ink, appearing to read 'J Moore', is centered on a light blue rectangular background.

Jenny Moore, BA EYPS  
Early Years' Manager  
Stockton House Pre-School