Supporting Children's Behaviour

As a setting we take the approach that all behaviour is attachment seeking and that a child's behaviour communicates a want or need and their reactions/feelings/emotions will be reflective of their emotional intelligence.

Emotional intelligence encompasses the following aspects:

- Their self awareness - awareness of their own emotions
- Their ability to self regulate - being able to control their emotions
- Social skills - understanding of social interactions
- motivation - ability to encourage own self-satisfaction
- empathy- understanding the feelings of others .

The methods we use to handle conflicts and support a child's development of their emotional intelligence adopt a restorative approach. This approach enables children to develop their self-discipline, self-esteem and emotional understanding in an atmosphere of mutual respect and encouragement.

Furthermore, we know that children and adults flourish best in an ordered environment with clear boundaries in which everyone knows what is expected of them and children are free to develop their play and learning in a positive environment.

Daily Routine

Therefore at Pippins we do not use the words bad behaviour. The correct term is challenging behaviour. All behaviour good or challenging needs to be supported. At Pippins we show positive feedback to good behaviour and support challenging behaviour with an explanation of consequences for those actions. Every morning and throughout the day we have a mantra we say .

"Kind Hands , kind words."

It is explained to the children that we do not use our hands all voices to hurt our friends. We also explained to the children that if they don't like what another child is saying or doing they say

"stop it I don't like it".

If that doesn't work, they are to speak to an adult.

Within our setting:

- All Educators model friendliness, care and courtesy in front of the children
- Educators actively offer strategies for handling any conflict such as a compromise, use of the sand timer to share and talking to children about their emotions and feelings.
- Our approach to supporting behaviour is discussed and agreed within the setting and explained to all newcomers, both children and adults.
- Educators ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up positive habits of behaviour.

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- Educators acknowledge and promote positive behaviour such as kindness and willingness to share through use of positive and specific language to praise children.
- Educators actively take positive steps to attend to attachment seeking behaviour reflective of a child's development needs and emotional intelligence.
- Educators will adapt the level of intervention during after school club sessions based on the child's understanding and emotional intelligence in conflicts and when supporting their feelings and emotions.

Addressing children's behaviour:

- Restorative methods will be used to resolve the situation.
- Physical restraint, such as holding, will only be used as a last resort to prevent physical injury to children or adults and/or serious damage to property. Any event of this sort will be recorded, and the parent informed on the same day.
- In any case of dysregulation (a child's inability to manage **emotional** responses), 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.
- Educators in the setting will make themselves aware of, and respect, the range of cultural expectations regarding interactions, reflective of the children in attendance.
- Educators are aware that some kinds of behaviour may arise from a child's additional needs and these will be supported accordingly.
- Educators may use a firm tone but will not shout, or raise their voices in a threatening way.
- Any occurance of unwanted behaviour will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding, maturity, personality and emotional intelligence.
- Educators will always support a child's emotional well being by talking them through emotions and feelings that they may be displaying. We have a range of resources and experience to support this.
- **Our Emotional Wellbeing Advocate for the setting is Helen Howden.**

Examples of Restorative methods

Example 1: A child has hurt another child

In the event of this occurring both children will be taken with an adult to sit down. The adult will pay attention to the hurt child, using language such as 'child's name is sad' and will not then question the child who has hurt the other child. Instead they will be encouraged to understand how the other child is feeling (this could be them sitting with the child as we apply a cold compress or they could draw the child a picture in an attempt to make them feel happier). The adult will not enforce the use of the word 'sorry' but instead will model caring and empathetic behaviour.

Example 2: A child is constantly throwing a toy

In the event of persisting to throw, a child will be modelled by a practitioner the correct way to play with the selected toy. If it continues the child will be encouraged to play with other resources to keep everyone safe. Practitioners will reinforce the action that has led to this for example 'no throwing' etc.

Books are often shared with children to support their understanding of what has happened as well as our professional experience.

If behaviour still continues the adult will intervene further by assisting the child causing the behaviour to take some time (maximum of 10 minutes) out from playing , this is to show them there are consequences for their actions. If this behaviour happens on a regular basis .

The staff will record it and observe the child or children to see if there is a trigger to the behaviour and create a support plan with coping mechanisms for the child /children involved. This will be shared amongst the staff and is to be carried out consistently. When the child or children are able to recognise the triggers and self regulate (with or without staff support) recognition and praise should be given.

Comforters
We acknowledge that there is a difference between general toys from home and something that helps to settle and soothe them. Children will be allowed to access their comforters throughout the Pre-School session. This will help the child to settle and support their well-being.

Biting
As a setting we understand that children can often use biting as they develop language to relieve frustrations when they are unable to communicate their needs. Therefore in cases of biting, the child will be read the 'teeth are not for biting' book and practitioners will reinforce the principles of the book through an additional discussion, to support their understanding going forward. An incident form will be filled out. Should the biting be repeated, parents will be asked to come in to discuss a plan going forward to support the child.

Physical Intervention
If at any point an Educator needs to physically intervene to ensure the safety of the children, any intervention will be carefully considered and recorded on Babysdays for parents to see.

Supporting children's friendship
In cases of unacceptable behaviour, such as racial, bullying or other abuse, the impact of these thoughts will be made clear immediately, but by means of explanations rather than personal blame. This will be discussed with the parent/carer.

When we have concerns:
Recurring problems will be tackled by the whole setting, this could mean implementing an adult temporarily 1:1 with that child to identify and support the cause of the behaviour, however this is not a long term solution.

If as a setting we have concerns over persistent emotional dysregulation, observations will be carried out to provide a summary and context of the behaviour. Once this has been produced a plan will be put in place to support the child which will be shared with the child and the parents/carer.

For additional information or support we will contact our Early Years Special Educational Needs and Disability (SEND) Advisory Teacher.

This policy was adopted on:.....

Signed on behalf of the setting……..

Date of next review:.....