

Hoole Enterprise Trust – Time for You (HETTY)

Behaviour Management Policy

Statement of intent

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.

Aim

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development adopting all British Values.

Methods

We have a named person, Mrs D Bowes, who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

Mrs Bowes also has overall responsibility for issues concerning behaviour.

- We require the named person to:
 - keep herself and staff 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 on promoting positive behaviour within the programme for supporting personal, social and emotional development; and to check that all staff members have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- 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 in line with British Values.
- 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. Staff behaviour policy is in place – refer to this for further details about expectations of staff behaviour.
- 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. Their key person regularly informs parents about their children's behaviour. We work with parents to address recurring inconsiderate

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behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with 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. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough toys, 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.
- 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 achievement are recognised by verbal encouragement positive and language towards the children.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these actions. Staff go down to the child's level and talk calmly to the child.
- We do not use techniques intended to single out and humiliate individual children.
- 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 manager and are recorded in the child's personal file. The child's parent is informed on the same day.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.
- To support children with their self-regulation by listening to the child giving them time and space if required providing a calm quiet area

Serious cases of misbehaviour and reoccurring misbehaviour:

- 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 only use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property

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- If a child is thrashing or hitting out, we will only move them if they pose a risk of physical injury to themselves, nearby children or adults and/or serious damage to property
- If a child repeatedly behaves in an unacceptable way and behaviour fails to improve after HETTY have provided strategies and support for the child and their family, HETTY reserves the right to reduce the child's hours, or in extreme cases where HETTY cannot meet a child's needs, we may withdraw their place.
- If a child's behaviour is repeatedly violent, parents will be contacted on the same day and may be requested to collect their child early to prevent any further damage to property or injury to themselves and others.

Individual behaviour plans (Older children)

For Parents/carers of Children who attend the after-school care who struggle with misbehaviour, parents/carers will be invited to meet with the manager and supervisor and class teacher to discuss their child's behaviour. The aim of the meeting is to discuss possible behaviour causes and to develop strategies to tackle misbehaviour going forward. Together the staff and parents agree to a behaviour management plan, which is tailored to the child and ensures that all parties are supported with a child centred approach. Behaviour plans are shared with the child and they are able to add comments and suggestions with the help of an adult, this ensures that the child feels that their voice has been heard in the process and should encourage the child to want to co-operate with the plan.

HETTY will make every reasonable effort to meet every child's needs and to provide inclusive care for everyone, however if a child's behaviour poses a high risk to staff or other children, behaviour strategies will need to be carefully considered to ensure the safety and well-being of the children and staff is taken into account.

Behaviour plans are monitored and reviewed each half term. If the child shows unwillingness to co-operate or if the child continues to pose a risk to the safety of themselves or others, for example running out of the hall, repeatedly hurting others etc, staff and parents will meet again to discuss further strategies. HETTY will make an informed decision at any time about whether or not it is suitable to carry on providing care for the child in wraparound care.

Targeted interventions (Nursery & Pre-School)

Similarly to Wraparound care procedures, For Parents/carers of Children who attend HETTY Pre-school who struggle with behaviour or SEND, support is available. Parents/carers will be invited to meet with the manager and child's Key Person to discuss their child's behaviour. The aim of the meeting is to discuss possible behaviour causes and to develop strategies to tackle misbehaviour going forward. Together the staff and parents agree to a set of targeted interventions, which are tailored to the child's development stage, and ensures that all parties are supported with a child centred approach.

With parents' permission, children may also be assessed for SEN if staff feel there is a need. See more about this in our SEND and Inclusion policy.

We acknowledge that the emotional development level of children who attend pre-school is different to those of school-aged children. Behaviour targets are always tailored to the child and their stage of development. We accept that as young children are learning to establish himself or herself as an individual, that they will display some unwanted behaviour such as snatching, hitting out, and saying unkind things. As a setting, our staff are committed to supporting children in

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dealing with their emotions and a range of methods and resources are available to help staff support the children with emotional regulation.

Children under three years

- When children under three behave in inconsiderate ways, we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff members are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- We promote use of positive language such as 'kind hands' 'kind words' 'kind feet' when discussing behaviour with children.

'Rough and tumble' play, hurtful behaviour and bullying

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

'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 violent and dramatic strategies such as blowing up, fighting, shooting etc, fantasy themes often refer to characters as 'goodies and baddies' At HETTY we offer opportunities for children to explore concepts of right and wrong. Fantasy play is allowed and encouraged, adults will intervene and suggest alternative ways of expression if they feel play styles may cause accident or injury.
- 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.

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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.
- 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.
- 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 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 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 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. Having initially dealt with the victim the staff member will address the situation as a teaching point: 'Adam took your car, didn't he? You *didn't* like it when he took it, that made you feel angry, so you hit him. Hitting hurts, we don't hit – Say "Adam "That is my car, give it back"'. The member of staff will accompany the child to re-enact the situation.
- 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, we don't hit – hitting hurts'.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. 'I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one.'
- 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.

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- 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.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this only where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - they do not feel securely attached to someone who can interpret and meet their needs - this may be in the home and it may also be in the setting;
 - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
 - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse; and
 - The child has a developmental condition that affects how they behave.
 - Where this does not work, we use the SEND Code of Practice to support the child and family, making the appropriate referrals to external agency if needed.

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 to another.

Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

If a child bullies another child or children:

- we always support the victim/s first and show the child/ren who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- we do not label children who bully as 'bullies';

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- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
- We recognise that children who bully are often unable to empathise with others and for this reason, we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- We discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- We share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

This policy was adopted on	Signed on behalf of the nursery	Date for review
20/04/23	Denise Bowes	20/04/24 12/04/2025 24/08/2026