

# **Under Fives Roundabout Behaviour Policy Policy No: 1:14**

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**To be reviewed by: December 2025**

**Signed:** *S. Capes* ..... **Date: 03/12/2024**

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**Responsible member of committee: Jo Burke**

## **Managing Challenging Behaviour**

### **Principles**

In order for children to feel safe and secure, we believe they should be given clear and consistent direction of what are valued and unsafe behaviour, according to the situation.

We endeavour to provide an environment which ensures every child is given equality of opportunity to learn and fulfill their potential whilst enjoying being part of our community.

We acknowledge the inseparable link between teaching, learning and behaviour, whilst recognising that behaviour is a form of communication.

### **In practice:**

Staff aim to:

- To foster children's personal, social and emotional development in line with the requirements of the Early Years Foundation Stage
- Teach appropriate behaviour, rather than control behaviour and know how to promote valued behaviour
- Endeavour to find out and understand the underlying cause of a child's behaviour
- Manage anti social or unsafe behaviour
- Recognise that children exposed to social disadvantage, family adversity and cognitive or attention problems are more likely to develop behaviour problems
- Focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies
- Recognise that children may need to be treated differently in order to provide equality of opportunity
- To enable each child to access the curriculum safely, independently and with enjoyment
- To establish a happy and caring environment for adults and children in which everyone feels valued.

### **Children are encouraged to begin to:**

- Develop an understanding of what is right and wrong
- Understand the affects their words and actions can have and consider how others may feel
- Take responsibility for their behaviour and try to make amends when things go wrong
- Develop self regulation
- Respect the need for boundaries and respond to behavioural expectations
- Feel safe, secure and valued
- Work independently and take responsibility for their learning
- Learn to work co-operatively with others and respect their rights
- Use the space and the resources at the preschool creatively, appropriately and

considerately.

- explore tools and build skills to soothe their nervous systems.

**Strategies the adults practice:**

- actively promote good behaviour through our responses and use of consistent behaviour management strategies
- provide good role models
- use positive language to foster children's self-esteem and show high expectations of their behaviour
- display a consistent approach to unsafe behaviour and clarify appropriate expectations of childrens behaviour
- ensure good relationships between home and school, liaise with parents/caregivers to encourage a consistent approach
- Seek advice from other agencies when needed
- Staff model valued behaviour in the following ways:
  - using quiet voices and calm facial expressions
  - walking to a situation
  - using non-threatening body language (eg by bending down to child's level rather than standing over them).
- Staff aim to encourage a high standard of behaviour by emphasising the behaviour they want to see.
- Staff offer consistent co-regulation so that self-regulation can begin to develop.
- Prioritising positive relationships is key, connecting with children in meaningful ways to foster trust and safety.

**We aim to:**

- follow the therapeutic thinking approach, ensuring individual children's needs are supported
- work together as a team, to connect the dots, acting proactively to get ahead of behaviours, and collaborating with families to support any unmet needs.
- ensure children are given clear, consistent guidance about unsafe behaviours
- celebrate and promote valued behaviours

- give clear expectations eg, ‘show me how you ride safely around the garden’, ‘let me see you...’
- Give meaningful, specific praise: ‘I like the way you gave X a turn/ used words to say...’
- Look out for sensible, kind, helpful actions and comment to the child, particularly in front of other children or at group time
- Give clear descriptions of the desired behaviour (not the wrong behaviour): eg: ‘I want you to let go now’ ‘Please use your talking voice.’ Suggest alternative use for hands and feet, eg: ‘Put your hands down by your sides,’ ‘Put your feet on the carpet,’
- Explain reasons for doing things: (eg ‘if you throw the sand it may get in someone’s eye.’
- Use positive language eg, ‘walking inside, running outside’

### **Conflict resolution steps – guidance for staff**

- Approach calmly, stopping any harmful actions. Place yourself between the children, on their level; use a calm voice and gentle touch; remain neutral rather than take sides.
- Acknowledge children’s feelings. Say something simple such as “You look really upset;” let children know you need to hold any object in question.
- Gather information. Ask “What’s the problem?” Do not ask “why” questions as young children focus on that what the problem is rather than understanding reason behind it.
- Restate the problem: “So there is ...”Use and extend the children’s vocabulary, substituting neutral words for hurtful or judgmental ones if needed.
- Ask for solutions and choose one together. Ask “What can we do to solve this problem?” Encourage children to think of a solution but offer options if the children are unable to at first.
- Be prepared to give follow up support. Acknowledge children’s accomplishments e.g., “You solved the problem.” Stay nearby in case anyone is not happy with the solution and the process needs repeating.
- have consistent staff expectations of behaviour so that children receive the same

messages from all staff they come into contact with.

### **Differentiation**

Staff recognise that children at different developmental levels may need more time and support to learn and internalise moral values and social behaviour. Particular children may react negatively in particular situations, and most children will have differing emotional needs at different times. Extra responsibility or extra adult support will be offered to particular children as appropriate.

Incidents will be recorded and shared with parents/carers and strategies will be decided upon with the setting staff and the parents/care givers.

Staff will seek advice from other agencies where necessary.