

St Paul's CE Primary School

Quarry Bank, Utkinton, Tarporley, Cheshire. CW6 0LA

Tel. 01829 732322 Email: admin@utkintonce.cheshire.sch.uk

Web: www.utkintonce.cheshire.sch.uk Executive Headteacher Mrs K McLean

Enabling Positive Behaviour Policy

Statement of intent

Our setting provides a safe environment within which to develop a child's emotional literacy. We want all children here to be able to 'learn to soar, powered by God,' and we believe that children flourish best when their personal, social and emotional needs are met and secure relationships are formed.

Aim

We aim to teach children to manage and express their emotions so that they can become content, have good well-being and form respectful relationships. They learn to behave in socially acceptable ways and to understand the needs and rights of others.

Methods

- A child has a named keyperson who has overall responsibility to support his/her personal, social and emotional development, including issues concerning behaviour. The keyperson is primarily responsible for liaising closely with their parents/carers and other staff in our setting.
- The Early Years Lead Teacher has overall responsibility for issues concerning behaviour management.
Therefore, they are required to:
 - keep themselves 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 have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
 - liaise with the School SENDco.
 - work closely with a child's keyperson.
- 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.
- 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 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. Parents are regularly informed about their children's behaviour by their keyperson. We work with parents to address any recurring behaviour incidents, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies

We require all staff, volunteers and students to use positive strategies to enable children to recognise and manage their emotions, by helping children find solutions in ways which are appropriate for the children's ages and stages of development:

1. maintain a calm approach and a neutral tone
2. acknowledgment of feelings, (supporting children to gain control of their feelings so that they can learn a more appropriate response).
3. gather information about what has happened
4. repeat it back to them
5. ask the child or children to suggest solutions to the problem

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6. continue supporting the child

We can help them by:

- Ensuring 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.
- Promoting considerate behaviour such as kindness and willingness to share.
- Supporting each child in developing self-esteem, confidence and feelings of competence.
- Supporting each child in developing a sense of belonging in our group, so that they feel valued and welcome.

In this setting:

- We do not create situations in which children receive adult attention only in return for negative behaviour.
- We do not use techniques intended to single out and humiliate individual children.
- We would 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 recorded on CPOMs. The child's parent is informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we explain clearly in simple language that we do not do or say this again.
- We use Emotion Coaching to support children in recognising their emotions.

Children under three years

- When children under three demonstrate unwanted behaviours, we recognise that strategies for supporting them will need to be developmentally appropriate and different 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. Two-year-old children are within the developmental stage where they learn about other's feelings, their own feelings of anger and frustration, responding to boundaries, recognising that some actions can hurt or harm others and learning that some things are theirs and some things are shared some things belong to other people.
- Common unwanted behaviours of young children include tantrums, biting or fighting. It is important that we recognise that two-year-olds and some three-year-olds will push, throw and snatch as part of normal physical and emotional developmental behaviour. Staff 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.

Rough and tumble play and fantasy aggression

- Young children often engage in play that has physical themes - such as superhero 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 rough and tumble play are normal for young children and acceptable within limits.
- 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 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. 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. Staff will intervene quickly. 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 disciplinary 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. 'It looks like you might be feeling very angry. I wonder if it's because someone broke your model. You must feel very sad because you had worked really hard on building that.'
- 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 him, it hurt him and he didn't like that and it made him cry'.
- 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 A 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.
- 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 where it is within their understanding (and/or developmental age-band) clear that they feel remorse and are genuinely sorry and wish to show this to the person they have hurt.
- We do not label a child as 'naughty'. We help them to learn how to solve conflicts by intervening and modelling a positive approach at the right moment. Where behaviour escalates and becomes challenging, the child is trying to communicate with us and is unable to empathise and rationalise their feelings in that moment.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together.
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to external professionals where necessary.

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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 usually occurs in children five years old and over.

If a child bullies another child or children:

- we show the children 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 their behaviour is not acceptable;
- 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';
- 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.

Date: May 2022