



Behaviour Leadership

Pavilion Pre School (Aigburth) CIO uses effective behaviour leadership strategies to promote the welfare and enjoyment of children attending our pre school. Working in partnership with parents, we aim to manage behaviour using clear, consistent and positive strategies, and with adults modelling positive behaviour.

All staff are kept up to date with legislation on supporting children to develop prosocial behaviours.

Staff have access to relevant sources of expertise on understanding children's behaviour by attending relevant training.

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 to find solutions in ways which are appropriate for the children's ages and stages of development e.g. distraction, praise and reward.

We familiarise new staff and volunteers with our behaviour policy and its rules for behaviour.

We expect all members of the setting - children, parents, staff, volunteers and students - to keep to the rules, requiring these to be applied consistently.

We praise and endorse desirable behaviour e.g. 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 setting.

When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.

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 our setting leader and are recorded in our Incident Book. A parent is informed on the same day and signs the Incident Book to indicate that he/she has been informed.

We do not shout or raise our voices in a threatening way to respond to children's behaviour.

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

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. Parents are regularly informed about their children's behaviour by their key person.

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.

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 to do this.

Common inconsideration or hurtful behaviours of young children include tantrums, biting or fighting. 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 aggressive themes - such as superhero and weapon play; some children appear preoccupied 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, 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 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 use to explore concepts of right and wrong.

Bullying towards children

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

If a child bullies another child or children:

We intervene to stop the child harming the other child or children;

We show the children who have been bullied that we will listen to their concerns and act;

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 recognise the impact of their actions and ask how they can make the other child better;

We make sure that children who bully receive praise when they display acceptable 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;

When children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour;

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.

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.

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.

Our way of responding to pre-verbal children to calm them through holding and cuddling. Verbal children will sometimes also respond to cuddling to calm them down, but we offer them explanations 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.

We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact others' feelings.

We help young children develop prosocial behaviour, such as resolving conflict over who has the toy.

We support social skills through modelling behaviour, through activities, role play 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 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.

Bullying towards adults

If an adult/volunteer needs to discuss matters regarding bullying/intimidation/harassment amongst staff members, committee or parents they should address their concerns to the Designated Safeguarding Lead. The DSL will investigate. If a resolution is not forthcoming the matter may be referred to the Chair of Trustees and only then, if necessary, the relevant authorities.

We will reassure the bullied person that they will be listened to and every effort will be made by the staff to help and support them.

Establish facts surrounding the allegations.

Help a person that has been bullying to recognise and understand the implications of their actions.

Discuss the situation with the person that has been bullied and offer reassurance that the situation is being dealt with.

Record all relevant details of an investigation of alleged bullying. The victim of the bullying will be supported to become more assertive and develop their self-esteem.

Terminating the contract of the perpetrator will only be used as a last resort where other strategies have failed and indicates the seriousness of an episode of bullying. If necessary and appropriate the police may be consulted, depending on the type of bullying.

Spencer