



## Maeda Gakuen

### Safeguarding and Welfare Requirements: Managing Children's Behaviour

#### Policy statement

At Maeda Gakuen we believe 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. Children are encouraged to learn and consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This requires support, encouragement, teaching and setting the correct example.

#### Procedures

We believe it is the responsibility of all staff to promote and be responsible for good behavioural practice at our settings.

- ♣ 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.
- ♣ All staff should ensure that they use an appropriate tone of voice when addressing each other and children. A calm but firm tone of voice may be used. However, under no circumstances is shouting between staff or at individuals / groups of children permitted for any reason.
- ♣ 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 parents. They are regularly updated about their children's behaviour by the key person. We work with parents to address recurring challenging 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 inappropriate or/and challenging behaviour

- ♣ We require all staff, volunteers and students to use positive strategies for handling any inappropriate behaviour, by helping children find solutions in ways which are suitable for the children's ages and stages of development. Such solutions might include, 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 popular toys and resources and sufficient activities available so that children are meaningfully engaged without the need for unnecessary conflict over sharing and waiting for turns.
- ♣ We praise and encourage 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 welcomed.
- ♣ When children behave inappropriately, we help them to understand the outcomes of their actions and support them in learning how to cope more sensitively.
- ♣ We never isolate children, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group in a negative way. Occasionally, it may be appropriate for a child to be removed from a situation / activity that

is causing unwanted behaviour in order to calm them down. However they are supervised by an adult during this time.

- ♣ We encourage staff not to use words such as “naughty.”
- ♣ Under no circumstances do we use food as a threat or punishment.

## Children under three years

- ♣ When children under three years old behave inappropriately we recognise that strategies for supporting them may need to differ from those for older children.
- ♣ We recognise that toddlers and 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 behaviours of young children may include tantrums, biting or fighting. Staff should remain calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues.
- ♣ If the above behaviour occurs frequently, we try to find out the underlying cause – e.g. a change or upheaval at home or frequent change of carers.
- ♣ We focus on ensuring a child’s key person is building a strong relationship to provide security to the child.

## 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.

## 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 help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- ♣ We offer support, calming the child who is angry as well as the one who has been hurt by the behaviour. 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, cuddling and talking to them gently. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- ♣ We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others’ feelings. Eg - “When you hit Adam, it hurt him and he didn’t like that ; it made him cry”.
- ♣ We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. Eg –“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.
- ♣ 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.

## Graduated Approach:

### 1. Planned ignorance-

When a child presents undesirable behaviour, as long as they are not putting themselves or others at a risk of being hurt, we ignore the undesirable behaviour (not the child). Often children present undesirable behaviour to seek attention. We do not feed them with attention, thus to curb the behaviour.

As soon as the child stops the behaviour, they are given a lot of attention which conveys the message that undesirable behaviour does not get them the attention they want.

If a child is disturbing others in any way, the victim is given attention, not the one disturbing. This is again to reinstate positive behaviour.

### 2. Time in –

If a child is either putting themselves or someone else at the risk of being hurt then planned ignore is not used. We try not to exclude anyone from any activity. However if necessary, we bring the child away from the distressing situation and the child is accompanied by their key person. It is not same as time out or naughty step. The child is helped to calm down using various strategies that are age and stage appropriate. The key person helps them by talking to them.

Often this strategy helps children calm down if they are distressed.

### 3. ABC charts-

If a particular undesirable persists and is repetitive in nature, then the practitioners use ABC charts where they record the behaviour, times and the frequency. They also record any patterns they may notice and what triggers the behaviour. This helps address the behaviour.

At no point we use physical intervention.

Physical intervention is ONLY USED if the child is either posing a risk to themselves or others.

Such incidences are recorded and are reported to parents on the same day, but at least within 48 hours.

All concerns are shared with parents and practitioners work in partnership with parents.

Concerns are also discussed with the SENCO.

This policy was revised in August 2017 by Nikita Phadnavis (Manager) of Maeda Gakuen Yochien.