

## BISHOP CORNISH PRE SCHOOL

### POLICY ON BEHAVIOUR AND DISCIPLINE

#### PHILOSOPHY

The emphasis at Bishop Cornish Pre School will be upon self-discipline and consideration for others. Pre schools give pupils their first experience as members of a complex and organised community. The few set rules we have are based on common sense and the above principles and take into consideration the age of the children and their developmental stages. 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.

Good behaviour is reinforced by positive encouragement and praise. As a pre school attached to a Church school we place particular emphasis on a family atmosphere and community spirit. Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example.

#### AIMS

- To develop children's self-discipline and self-control.
- To enable children to get on with their tasks and play together harmoniously.
- To enhance children's self esteem.
- To encourage children to recognise and respect the rights of others.
- To develop co-operation as well as independence.
- To develop values of honesty, fairness and respect for others.
- To avoid unnecessary conflict.
- To form positive relationships with parents, supporting children's development

#### TRAINING

- Mrs.Oakes is responsible for keeping herself up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support. She will check that all staff have relevant in-service training on promoting positive behaviour. We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.

## APPROACHES

We expect that most children at this pre-school are well behaved and well motivated and that all staff, volunteers and students provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy. We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by staff members. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

We intend to demonstrate to children our satisfaction with such behaviour through an award scheme. For children in pre school this is instant and throughout the day

- Reward certificate - each child will have their face on the garden reward chart. Children will be praised for good behaviour, kindness etc. then moved up the chart. When they reach the sun they will take a small dated certificate home to share with their families.
- Regular feedback for parents on a daily basis about their child's behaviour, this will normally be done orally as parents collect their children.
- If children attend more than one setting a book will be passed between the settings, sharing what the children have done.
- There will be opportunities to meet with the child's key worker on a termly basis where behaviour will form part of the discussion.
- 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. Children are encouraged to use " stop! I don't like that"
- 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.
- 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, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group.
- 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 do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour
- A behaviour log is kept on any child exhibiting continual poor behaviour. These logs are used as evidence of poor behaviour when consulting with parents, SENCO, or outside agencies, and are kept in a confidential file by Mrs Oakes.
- Physical punishment will not be used. Physical restraint will only be used to prevent injury or damage or extreme circumstances.
- Children are reminded of our playing rules at the beginning of every day and adults play alongside them to reinforce the rules.
- If any parent has cause for complaint against the pre-school they should contact Mrs Oakes as detailed in the complaints policy.

#### *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 many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- 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.

### *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 understanding 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 offer 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.
- We recognise that young children require help in understanding the range of feelings they experience. 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. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- 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 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 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.
- 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 a Behaviour Support Team where necessary.

### 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 in another.

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 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';

- 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.

#### SUCCESS CRITERIA

- Staff who are well trained to deal with behaviour of children - staff attend training when available.
- A commitment from all staff to maintain positive behaviour at all times
- A happy, safe, harmonious atmosphere and environment.
- Courtesy and care for all.

Original school policy written by staff 1996, adopted by Governors September 96.  
Reviewed and agreed.  
Last reviewed July 2007.

Reviewed by Mrs Oakes December 2010

REVIEWED IN STAFF MEETING SEPTEMBER 12<sup>TH</sup> 2011  
Reviewed by staff in meeting Wednesday September 19<sup>th</sup> 2012

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