**Statement of Intent**

Little Buds believes 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. We also believe that children are free to develop their play and learning without fear of being hurt or hindered by someone else. Children need to learn to consider the views and feelings, needs and rights, of others and the impact their behaviour has on people places and objects. This is a developmental task that requires support, encouragement and teaching. Therefore all adults will try and become a role model for the children with regards to their friendliness, care and courtesy and to offer strategies for handling any conflict. All adults in Little Buds will ensure that the rules are applied consistently so that the children have the security of knowing what to expect and can build up useful habits of behaviour. Adults will praise and endorse desirable behaviour such as kindness and willingness to share. We will take positive steps to avoid a situation 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. We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. 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.

**Procedures**

* We acknowledge considerate behaviour such as kindness and wiliness to share.
* Children will be given one to one adult support in seeing what was wrong and how to cope more appropriately. This may be done twice. At the third time, an adult may remove them from that area and then do an activity with them for five minutes.
* We encourage children to respect each other and during the first term the rules of are school are reinforced daily and also at story sessions.
* Behaviour which can increase the chances of spreading Covid-19 will not be tolerated (such as spitting and biting).

**The Golden Rules**

1. We play together.
2. We try to be friends with everyone.
3. We share.
4. We walk indoors.
5. We take care or the toys and materials.
6. We tidy up our own mess -when we've finished.
* Parents are encouraged to help their child by discussing the rules at home and work with the playgroup and club to ensure each child is aware of them.
* We support each child in developing self-esteem, confidence and feelings of competence.
* 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 do this by using conflict resolution steps see appendix1.
* We support each child in developing a sense of belonging in our playgroup and club, so that they feel valued and welcomed.
* 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 or humiliate individual children.
* We use physical restraint, such as holding, only 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) are recorded in the serious incident book. The child's parent is informed on the same day.
* In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
* We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.
* When children behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate.
* 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 inconsiderate 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 sand promote understanding.
* Sometimes a child has not settled in well and the behaviour may be the result of separation anxiety. We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

**Biting**

Many children go through a stage of biting other children and staff. We know this is an emotive subject and when this occurs, particularly if a child bites regularly, the following procedure will be followed.

* The victim will be comforted by their key person and any required medical treatment given.
* The perpetrator will be taken from the area and told, in a manner appropriate to the child's age and stage of development that the behaviour was unacceptable. The child will not be shouted at and only one member of staff, preferably the child's key worker will deal with this.
* Sanctions will be applied as stated in the behaviour management policy.
* Staff will use their written observations and knowledge of the child to try and pinpoint trigger points and reasons.
* The incident will be reported in the accident.
* Parents of both children will be informed and the child will be removed from the playgroup if this becomes consistant due to the risk of Covid-19.

**Rough and Tumble play and fantasy aggression**

* 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 in considerate 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, such as blowing up, shooting, etc, and that themes often refer to goodies and baddies and as suchlike offer opportunities for us to explore concepts of right and wrong.
* We are able to tune into 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 behavioural**

* We take hurtful behaviour very seriously. Most children 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 overwhelm them.
* We will help them to 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. 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 feelings
* 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 and cuddling. 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 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 them to express them, making a connection verbally between the event and the feeling. 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.
* We help young children develop pro-social behaviour, such as resolving conflict over who has the toy and staff will praise positive behaviour when we see it.
* 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 so loving, supported by patient adults and clear boundaries.
* We support social skills through modelling behaviour, through activities, drama, space 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 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. The main reasons for very young children to engage in excessive hurtful behaviour are that

1: They do not feel securely attached to someone who can interpret and meet their needs- this may be in the home and it may also be in the setting.

 2: Their parent or career in the setting does not have skills in responding appropriately and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger.

3: The child may have insufficient language or mastery of English to express him or herself and may feel frustrated.

4: The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse

5: The child has a developmental condition that affects how they behave.

**Bullying**

***Definition***

Behaviour by one person or group intended to cause hurt, pain, suffering, humiliation or degradation to another person or group.

At Little Buds we take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterized 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. 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 child or children.*

*We explain to the child doing the bullying why her/his behaviour is not acceptable.*

*We gave 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 the children who bully receive positive feedback for considerate behaviour and are given opportunities to practice and reflect on considerate behaviour.*

*We do not children who bully as 'bullies'.*

*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 in less 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 child's behavior.*

*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.*

*We keep written records of all incidents.*

Where this does not work we use the code of practice to support the child and family making the appropriate referrals to the relevant authorities i.e. Health visitors, G.P, Social Worker, Educational psychologist, SENCO.

**Monitoring**

This policy will be reviewed annually by the management team to ensure it

remains fit for purpose.

This policy was adopted by Little Buds management team.

Signed: …………………………………………………………………………………..

(on behalf of the management team)

Position: …………………………………………………………………………………..

Date: …………………………………………………………………………………..

Reviewed on:

Date: ……………… Signed: …………………………………………..

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